

## NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

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600 South Michigan Blvd., Chicago 5, Illinois  
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600 South Michigan Blvd., Chicago 5, Illinois  
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### RATES

\$1.00 a year—U.S. and possessions  
1.25 a year—Canada Single copy  
1.50 a year—Foreign 15 cents

Make check or money order payable to the National Parent-Teacher and mail to the above address. Allow four weeks for first copy to reach you.

Notice of change of address must be given one month in advance and must show both old and new addresses.

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The NATIONAL PARENT-TEACHER is listed in the *Education Index*.

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Published monthly, September through June, by NATIONAL PARENT-TEACHER, INCORPORATED.

Entered as second class matter, October 3, 1939, at the Post Office at Chicago, Illinois, under the Act of March 3, 1879.

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# National Parent-Teacher

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VOL. XLI

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May 1, proclaimed by President Truman as Child Health Day, is an annual observance that has special significance for parent-teacher members. The National Congress of Parents and Teachers has always put the utmost emphasis on the health of little children, because building good health is the first step in building sound personalities. No child can be neglected; the world has need of every one of them. Let us strive to give them all the healthy look of this inquiring youngster, so that they may grow to adulthood blessed with the full vitality of life.

# The President's Message



## THE DREAM AND THE REALITY

IN this, our Golden Jubilee year, it is not strange that my thoughts should turn backward to those who shared the sturdy and vital faith upon which our great organization was founded. Nor is it strange that I should wonder once again what secret these pioneers had—what quality or attribute that made it possible for the movement they launched so hopefully to hold its course through years as turbulent and, in many ways, as uncertain as our own. It is true that they had the faith of which I speak, a faith kindled by the warmth of their hearts and the vision of a world remade. But the answer goes deeper; it lies in the fact that they had plans, ambitious plans. Equally important, they had the will and the drive to put their plans into action.

Now, fifty years later, we—their spiritual descendants and debtors—are also dreaming dreams and proposing plans to make those dreams come true. There is no doubt in my mind that the present generation of parent-teacher workers have the same vision of a better world that our Founders had. The question we must ask ourselves is this: Have we the same determined will to transform that vision into reality, to do as much for our children as they did for theirs? It isn't that we haven't the words. On the contrary, the years have made us adept at rephrasing the ideals to which we have held fast. But words and the ideas they convey, no matter how beautifully expressed, must stir us into purposeful action if they are to come alive and help us attain our appointed goals.

THAT the dream of a world remade may turn into reality—and do so not in some distant future but in our own lifetime—I urge you to turn to pages 22-25 of this issue of the Magazine. Here you will find a list of action projects to carry out the Four-Point Program of the present administration. Somewhere in the broad field of these action projects there is a particular challenge to every local unit and to every parent-teacher member. If we have the same kind of moral conviction and enthusiasm that yesterday's workers had, we shall study these projects carefully, select those that are clearly and concisely related to the needs of our own community, and then work with all our might to attain the ends we desire. Truly, we have much to do if we are to give as good an account of ourselves fifty years hence as we are able to give of the fifty years since our organization was conceived.

The membership of the National Congress of Parents and Teachers today totals 4,481,297, a figure that represents a gain of 571,191 over last year. This is the greatest increase ever to be made in a single year. Such a vast body of members carries in itself no small responsibility. It admonishes us to make the best use of our great opportunities. It admonishes us also to cultivate a more fearless attitude toward those forces that are at strife with the best interests of our children and youth.

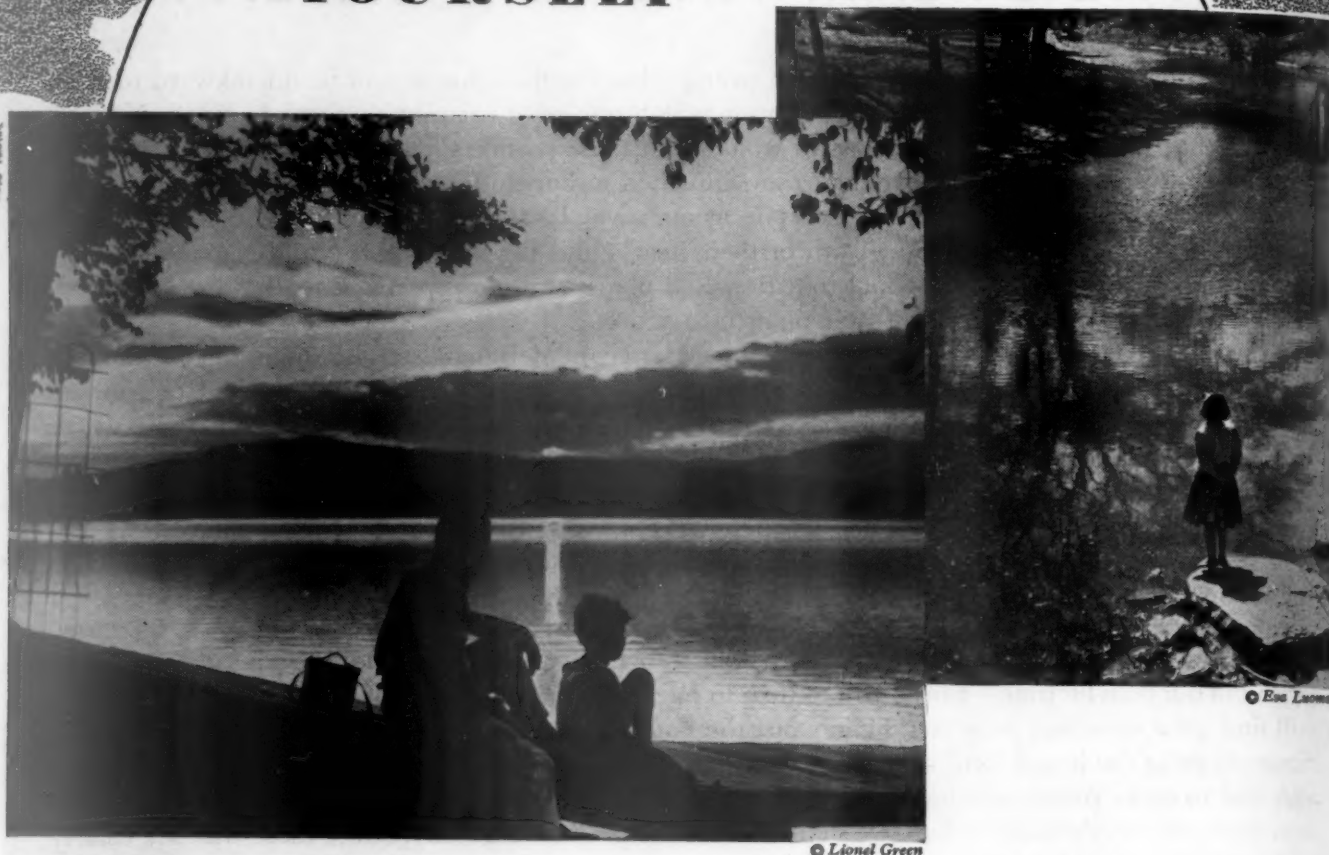
We must also be mindful of our growing strength, of the tremendous reservoir of energy and purpose that nearly four and a half million men and women can create. We have it in our power to build the kind of world we want for our children. If we fail, it won't be easy to blame anyone or anything but ourselves. We have our program. We have enough hands to carry it forward. And I believe with all my heart that we have the capacity and courage to fulfill the destiny that was assigned to us half a century ago.

*Mabel H. Hughes*

*President, National Congress of Parents and Teachers*



# HOW TO *Think* ABOUT YOURSELF



## Wrong Ways of Thinking About Yourself

**W**E have tried, in this year's series, to stand off and look at ourselves. Each of us, we have seen, is first of all a human being who shares with others the powers and limitations of his kind. Each of us, again, is heir to a tradition. Before we were, others were—and they have willed us both their triumphs and their blunders.

Each of us is a product of some one particular culture that he has been conditioned to accept as right and natural. But within that culture each of us is more than passive; each is also an influence, a maker. Each of us is a set of habits. We

not only act but repeat actions, repeat them until they are grooved to smoothness and are far easier to repeat than to change.

Each of us is a set of values. We accept some working definition of right and wrong, of good and evil, of wisdom and folly; and in terms of that definition we judge ourselves and others. Each of us is a social being committed by nature to living within a group and seeking the approval of that group, or of some sufficient part of it. Finally, each of us is an individual, an integrated unit of traits not duplicated anywhere on earth.



## BONARO W. OVERSTREET

So much by way of summary. To be wise about our lives we need to estimate what it means for us to be thus variously human. For this is a type of self-understanding that helps us to feel at home in the scheme of things.

### Mirror for the Maladjusted

SELF-UNDERSTANDING, however, is not easily won. We are tempted, often, to think that we have arrived at self-understanding when we have arrived only at some self-deception that excuses us from further effort. Perhaps what we all need, for ready reference, is a kind of check list of probable misjudgments, a list of the most mischievous mistakes people commonly make in describing themselves.

It has been part of my work, during the past dozen years or so, to talk with many persons who have been at odds with themselves, with their lot in life, their relatives, their friends, their work, their society, or the human race in general. And time and again a clue to the maladjustment of these folk has lain in some phrase they have used that has revealed their *self-image*.

Their self-judgments, moreover—far from being unique in each case—have tended to fall repetitiously into groups. I find that I have, through the years, made notes of sixteen troublemaking attitudes toward the self. And these sixteen can in turn be roughly divided into two major groups.

The first group includes the self-describings of those who feel themselves to be *victims of*; the second group, the self-describings of those who feel themselves to be *different from*. Here again we can subdivide. Among those who habitually rate themselves as markedly different from the people around them we find those who feel *inferior* to them and those who feel *superior*.

In the *victims of* group we find four major types: victims of heredity, victims of circumstances, victims of other people's misunderstanding and lack of appreciation, and victims of other people's jealousy or ambition.

The plain truth is that a lot of individuals in this world actually are victims of forces beyond their control—of their heritage or childhood environment, of human obtuseness or cruelty or thirst for power. We know painfully well, though not yet well enough, the tragic story of man as victim.

It might seem, then, that when persons volunteer the information that they have consistently

TO our current series of studies in self-understanding that have proved so illuminating Mrs. Overstreet adds this article, an interpretation of social casualties. Based on years of adventure in the practice of social helpfulness, it offers suggestions so sound, wise, and usable that they will commend themselves to every thoughtful reader.

been *victims of*, we could accept their self-judgment. Certainly they ought to know what they have lived through better than anyone else can know it. But we cannot dismiss the problem so easily. There are two reasons why this is so. First, those who most habitually feel victimized have a way of becoming angry at any evidence that points to their ever having had fair opportunities or ever having been fairly treated. By their anger they unwittingly show that their description of their own lives has in it more of subjective self-justification than of objective analysis.

In the second place, the mind-set that makes one spontaneously see himself as a victim rules out any genuine effort to tackle problems and overcome them. It substitutes for the joy of accomplishment the joy of self-pity. So although many people have assuredly suffered more than their share, we must still recognize that the *victim-*



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image of the self is a troublemaker that is likely to put an end to psychological growth.

In the *different from* group we might take first those who feel themselves *inferior to*. These individuals are often quite honest in their conviction of futility, often pathetic in their lack of self-confidence. But they have formed the paralyzing habit of spending upon self-deprecation the energy and thought that, if turned outward and focused upon a problem, might bring them the significance for which they hunger.

I include in this group those who feel that they are too small to count in the scheme of things—helpless to make any stand against the steam-roller forces of economic and political events; those who describe themselves as too old to change; and those who describe themselves as bungling and shy in all their human dealings.

Human shortcomings are a fact. Limited abilities are a fact. But the chronic self-deprecator is not, as a rule, one who has expended all his powers and found himself wanting. Rather, he is a person who has let himself feel so overwhelmed and humiliated by experiences of failure that his thoughts have moved him out of the objective world where powers and problems are measured against each other, into a subjective world of habitual self-condemnation.

### Nine Big Egos and How They Grow

THE really choice troublemaker, however, is the person who feels himself *different from* others because he believes he is *superior to* them. I note that I have on my list nine types of these self-proclaimed superiors.

First, there are those who feel themselves to be more sensitive than other people; more high-strung; more easily hurt by the ugliness of life. According to their own self-judgment they are made to be protected from all that might offend their sensibilities. They must be exempt from the plodding, dirty chores of existence, all the more unhappy phases of human experience. They must have their feelings cherished.

Second, there are those who feel that they have a keener sense of right and wrong than the ordinary inhabitants of this sinful planet. They see themselves, therefore, as naturally qualified to watch over the behavior of others, to rebuke their failings and to give them good counsel. That their kind offices are often unappreciated is to them simply a further evidence of the low estate to which man's spirit has fallen.

Third, there are those who feel themselves to be unusually frank and honest in a world where shallow pretense is the rule. Being frank and

honest often seems to mean, by their definition, being brash and cruelly outspoken. And people who resent this particular brand of honesty are dismissed as "afraid to face facts."

Fourth, there are those who feel themselves to be so much more efficient than others that they simply must manage everything. If they should leave any of the important business of home, office, club, or church to ordinary folk—well, nothing would ever get done.

Fifth, there are those who feel themselves possessed of a creative genius so fine and rare that it would be cramped by disciplined training—so fine and rare, in fact, that it would be affronted by its possessor's attention to any of the routine chores of life.

Sixth, there are those who describe themselves as loyal in a world where loyalty is no longer honored. Because they are so loyal, they can have no traffic with any of the ideas of this degenerate age. They cannot change their minds about any phase of economics, politics, religion, social relations, art, or literature. They keep their minds fixed on a past so remote that it no longer poses any problems which cry for solution.

Seventh, there are the self-elected intellectuals and sophisticates who pride themselves on never being dull. Dismissing as stuffy any human concern for which there is not a polished, up-to-the-minute response, they live, so to speak, in a world of psychological chromium.

Eighth, there are those who see themselves as delightful scatterbrains. Most people, they feel, are dull and plodding. To be on time for appointments; to do one's own work thoroughly; to know where money goes—these are the petty virtues of unexciting folk. Proudly the self-announced scatterbrain proclaims his inability to add a column of figures, resist a bargain sale, or carry through today the chores of today. And if his whimsiness sometimes makes things awkward for others—well, someone has to put a little gaiety into life.

Finally, there are those who feel themselves privileged because they belong to a certain family, class, or race. They do not feel obligated to earn status by character or accomplishment; they are born "special." The world is theirs, and that is that.

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How to think about ourselves involves, in short, a related problem—how *not* to think about ourselves. Every fear or worry that haunts us, every failure that we remember with humiliation, every impulse to short-cut the discipline of decent living offers us a peculiar temptation: *the temptation so to describe ourselves that we can escape ordinary standards and yet keep our self-regard.*



# What Have We Discovered?

**E**ACH generation of young papas and mammas must study anew the best methods of rearing their young. In Alpheus T. Mason's recently published life of the late Justice Louis Brandeis,\* there is a letter which Brandeis, then a young law student at Harvard, wrote to his brother-in-law, who had just become a father. The letter, dated July 13, 1878, reads:

Hope you are bringing up little Fanny on the most approved theories of baby training. I find discoveries in this important science have been very great within the past few years, all old methods having been superseded. Cradles are entirely condemned. Fathers, brothers, uncles are not to be made miserable by the "Rock Me to Sleep." Baskets are the things now. Babies don't cry now unless they are sick, and then not as an expression of pain, but merely to call attention to their condition, not yet having acquired articulate speech. The eternal cry for "Mamma" is put an end to.

I just tell you this for fear that these advances in science have not reached the shores of the Ohio and hope you will investigate this matter fully. I don't want my niece to be behind the times.

So wrote the youthful Brandeis in 1878! In each generation any alert young uncle might duplicate a goodly part of this letter. We in 1947 can certain-

\*Brandeis; *A Free Man's Life*. New York: Viking Press, 1946.

**O**UR systematized, questing adventure through the young child's world is over—at least for this year's preschool study groups. Time now to pause, to look back upon the whole fascinating journey and review what we have seen and learned in terms of its value to those little, eager fellow travelers who look to us for guidance and support. Here, as an aid to clearer retrospection, is a scene-by-scene account of lands that have been traversed in the 1946-47 study course, "Exploring the Preschool Period."

ly say that methods of baby training have changed greatly even in twelve or fifteen years.

For the past eight months, via our preschool study course, we have traversed some important areas of child training where new paths are difficult for parents to explore without expert guides to point the way. Now that we have come to the end of this 1946-47 study course series, it seems wise to look back over the pathways we have traveled and to sum up what we have learned along the way.



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**ETHEL  
KAWIN**



© Roy Pinney



Perhaps our outstanding discovery has been that no matter what area of child development we explore, we find that from the day of his birth every child is a unique individual. No two persons—not even identical twins—are ever exactly alike. Every human being has his own personality pattern. To handle any child wisely we must observe and study him until we can understand how *he* grows and develops.

Modern methods of baby training recognize this uniqueness. Under up-to-date methods infants are brought up on self-regulated schedules. Formerly a rigid scheduling of such fundamentals as feeding, sleeping, and elimination was recommended, and conscientious young mothers tried to make every baby conform to fixed standards. Now, however, these methods have been supplanted by more flexible ones, adaptable to the personal demands of the individual baby. Under these newer methods, each mother studies her baby's needs and tries to meet them. Eventually the baby does have a schedule, but a reasonably flexible one based on his own self-regulation. We have been reminded, too, that no system of doing anything is foolproof, so that it is always wise to be cautious and avoid undesirable extremes.

### It's Normal To Be Different

As she watches her baby to learn how this little individual grows and develops, every observant mother finds herself from time to time comparing her child with other children. Any mother whose baby is still crawling when her neighbor's youngster of the same age has already begun to walk, naturally finds herself wondering, "Is my baby a little slow? Why isn't he walking too?" And so every parent begins to be interested in what the specialists call *norms*.

Recognizing the importance of the question "Does your child do what the others do?" we explored the concept of norms. We discovered that a norm, when applied to child development, is a specific characteristic or form of behavior that is



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used as a standard of comparison. Norms for two-year-olds, for example, are the standard characteristics or ways of behaving usually found in two-year-olds. We learned, however, that when research workers measure and observe many children of the same age, they always find great differences among "normal" children of any given age.

It becomes obvious, then, that to understand any particular child we must find out in what ways he is *like* other children of his age and in what ways he *differs* from them. Only thus can we discover the true individuality, the uniqueness, of each child. In the last analysis every child is his own best norm. We compare him with other children only in order to understand this personal norm, which is *his* way of growing, so that we may deal with him

wisely on the basis of such understanding.

Exploring further, we asked the question "What should be our attitude toward the differences and deviations found in children?" Both home and school, we learned, should consider whether the difference is desirable or undesirable. A trait is undesirable not because we personally dislike it but only if it will handicap the child in getting satisfaction from life or making his contribution to society. If the deviation is undesirable in that sense, parents and teachers should do everything possible to overcome it. If not, they should accept it, recognizing that in a democracy individual differences have positive values and can enrich group experiences.

All too often there are differences that are undesirable but that cannot be eliminated. Many physical and mental handicaps are disabilities that science has yet found no way to overcome. Parents and teachers must accept them and help the handicapped child to make the best possible adjustment to life within his own limitations.

We recognized that each child must be understood not only in terms of his whole physical and mental growth pattern but in terms of his emotional and social growth. And so we explored a bit "behind the emotional scene," trying to learn about those early basic needs that must be satis-

factorily met in every child if he is to grow into an emotionally mature adult with strong, positive feelings that motivate and enrich his life. It did not take us long to find out that all those who have made a special study of emotional development agree that the foundations of mental health are laid in the earliest years, beginning with the little child's feeling of security in his own family circle.

### Parents Keep On Growing, Too

WHEN the young child feels afraid, angry, jealous, frustrated, aggressive, or insecure, he expresses his emotions in quite primitive fashion. If adults understand these feelings they can help him learn how to manage and control his emotions, secure in the knowledge that he is loved at all times, even though his behavior may not always be lovable. Emotional growth continues throughout life, and parents may themselves need help in reaching emotional maturity before they can assist their children to reach that goal.

We investigated three quite special areas during our eight months of exploration. One of these—the realm of toys—is familiar ground to parents of young children. The true significance of this area, however, is too little understood. Our excursion into the pleasant realm of play indicated clearly that toys, *wisely selected*, are great aids to child development and can be important tools in helping young children to develop into wholesome, adjustable boys and girls.

The other two special areas—the arts and the field of sex education—are still uncharted territory to great numbers of parents. This was, in fact, the first time that the preschool study course had adventured into the fascinating world of the arts as a normal field of self-expression for little children. Entering that world we soon saw that children's rudimentary experiments with color and form, substance and rhythm, are a natural language through which they show their feelings.

A child may see the world about him as an enchanting place that he longs to explore or as a threatening and overwhelming vastness that makes him retreat farther into his own little shell. Any opportunity to express how he feels about it serves two major purposes: It is a helpful emotional outlet for the child, and it gives important clues to the adult who seeks to understand a child's mental and emotional life.

We found that in art, as in all other phases of child development, each child's expressions of his personality are individual. But just as his motor, mental, social, and emotional growth follow the same orderly sequence found in all children, so do his art expressions, reflecting the pattern of his total development.

Probably most parents think of sex education as something they don't have to be concerned about during the preschool years. But this is much too narrow a view. Between two and four years of age the child is going through a period of tremendous curiosity about all things. This early curiosity must not be suppressed if he is to retain an alert, learning attitude toward life and the world about him.

To be inquisitive about sex is one natural phase of this eagerness to explore and to know. The mother of a three-year-old who thinks "Well, I've told him where babies come from, so that's over!" has made only one small contribution to that child's sex education. Actually sex education is not a separate area to be set apart; it should be fused with the all-round guidance of a child's physical, mental, social, and emotional growth.

### The Wide World Beckons

ALL through the preschool years what matters most is that the young child should be developing the kind of personality that will make him able to have satisfying human relationships. This he is helped to achieve through rich and varied experiences that begin in the sheltered security of his mother's and father's arms and take him step by step into the wide, wide world that awaits his eager exploration.

We ourselves have sought to explore the significant areas through which the child travels during the preschool period, and we have tried to discover the role of the adults who must guide him on his journey. Whether our little voyager will find life, from its beginning to its end, high adventure or a frightening, discouraging pilgrimage will depend largely upon the competence and understanding of the grownups who guide him. This we have learned. But we have learned one thing more that will stifle any budding complacency. It is that we do not yet know the whole story of child development. Many challenging discoveries are still to be made in this all-important field.

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I remember my youth and the feeling that will never come back any more—the feeling that I could last forever, outlast the sea, the earth, and all men.

—JOSEPH CONRAD



**W**HEN the family rediscovers itself, when each member—from Grandfather down to little Mary—comes to understand and respect the ways of all the others, then we are really getting somewhere. For what is the family but a pocket edition of the world, a miniature society where all must learn to live and work together? And as for the reward, the director of this year's parent education study course makes several predictions that will inspire the serious and searching mind.



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**A**S these words are being written the nation is discussing President Truman's proposals for aid to Greece and Turkey. Earnest people all over America are asking, "What does the proposed policy mean? Will it lead to war? Why is it that when the shooting war has ceased we can't have peace? Why is it that nations cannot join forces and work together?" And parents who are concerned about the future of their growing children are asking, "What kind of a world will this be when our boys and girls are grown up?"

But all is not dark. On the horizon there is a ray or two of hope. For we are beginning to see, more clearly than ever before, one very important thing: If we are to have in this country a way of life that recognizes the worth of each person and encourages him to make the most of his abilities, we shall have to demonstrate the worth of this concept in our homes and in our communities, and do it so strikingly that no one can mistake it. Even the people of America will not be interested in upholding such a way of living unless they themselves find it genuinely satisfying. And likewise people in other countries will have no respect for our ideals unless they see that those ideals are worth while.

We are also beginning to see that if we are to build an effective United Nations we must learn to use a new technique for resolving differences. We must resolve them constructively and understandingly, so that each person involved is encouraged to grow and make the most of himself. Too often when nations or groups of individuals are in conflict with each other, we feel that one *must* beat the other down, that one *must* win and the other lose. At long last, however, we are coming to realize that no one actually wins a war, that no one even wins an argument if the difference has been settled in a way that undermines self-respect, security, and personal worth.

## Begin with the Human Being

**A**LL these things we are beginning to see. But what can we ourselves do about them? What can we parents and teachers do in our homes, our schools, our communities? Can we do anything with problems that are so big and overwhelming?

Here again all is not lost, for many of us are finding that there are some very real things we can do. We all know that a nation is made up of communities, communities are made up of fam-



# S FOR THE FUTURE OF THE FAMILY

ilies, and families are made up of individuals. The individual, then, is the basic indivisible unit of our society.

So we can start by making our homes and our schools places where each individual is recognized as a person. We can teach ourselves and our children to understand the behavior of other persons by looking at it in terms of the factors that produce it, the motives that lie behind it, the problems each person is trying to solve. And we can apply this idea of identifying ourselves with others, not only in our families but in our schools and in our neighborhoods.

Let us consider two or three simple examples of what this means. One day, about four-thirty in the afternoon, six-year-old Mary burst into the kitchen. She tugged at her mother's dress. "Mother, I want a piece of candy right now!" she begged. Poor Mother had been ironing for some time and was tired. "No," she said, "It will spoil your dinner." Nevertheless Mary continued her begging, whining, and nagging—in a manner very unlike her reasonable little self.

Are you the kind of parent who would have pushed the child away, telling her that "we don't eat between meals" and that she ought to know it by this time? If the child refused to listen to you,



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are you the kind of parent who would have then scolded or shouted or pushed her outside?

Or are you the kind of parent who would have sensed that something unusual was causing the child to act this way? Would you have had enough real respect for Mary to find out what she was trying to accomplish? Fortunately, Mary's mother, despite her fatigue, realized that something very important underlay the child's behavior. She began to question Mary, gently and tactfully, and this is what she found out:

The little girl had been playing outside with the other children in the neighborhood. One of them had just brought a bag of candy home from a birthday party. He had given a piece to all the children but Mary, who was the youngest in the group. The others teased her and bragged that they had candy and she didn't. The only way that Mary could think of to resolve this unpleasant situation was to go to her mother and ask her for a piece of candy. Something important *had* happened, you see. Do you, in your day-to-day relations, take the time to discover your child's real motives and emotions? If you do, you are one who understands what respect for the personality and the dignity of the individual really means.

Here is another example, this time from the school. In a certain school the whole fifth-grade class would run down the hall every day at two o'clock, when going from the classroom to band practice. The running made a great deal of noise and disturbed the other children and the teachers. If you were the principal or a teacher in such a



© Frederic Lewis

school, would you have given the class a lecture and then, if they didn't behave, kept them in after school? Or would you have realized that the pupils must have a reason for this behavior, something you should know about to help them change their ways?

In this particular case the pupils and the fifth-grade teacher got together and asked themselves what that reason was. It soon appeared that several of the children needed more time to get out their instruments and set up their music stands. Their band teacher did not like it if they were not ready on time. Out of the discussion came the suggestion that the band teacher, the principal, and the fifth-grade teacher all allow the pupils a bit more time to pass from their classroom to the practice room.

### Avenues of Understanding

**B**OTH these examples have told about parents and teachers learning to understand children. But genuine respect for others works both ways. Children, too, should learn how helpful it is to try to look at problems from their parents' or their teachers' point of view. A study carried on at the Iowa Child Welfare Research Station a number of years ago may serve as an illustration. The object of the study was to see what would happen if a group of high school seniors were taught to understand the behavior of persons around them—parents, teachers, and associates.

In this group was one boy who was so unhappy that he was almost ready to run away from home. Yet he changed noticeably as the study progressed, and at the close of the teaching program he said something like this to the faculty member in charge:

The most important thing I have learned here in this group was that my father's failure in business and his starting to drink all had a very real cause. As I thought it through, I was sure he began drinking because he couldn't stand to face failure. Of course, it just made matters worse when he lost what little money we had left. Always before, though, I had blamed him alone. But understanding him seemed to take all my bitterness away. Now our family is doing better. We are working together. And we're getting on our feet again.

So the lad didn't run away from home. When he was able to understand his father's problem in terms of its causes, he could work with him and the rest of the family in a genuinely helpful way.

Someone has said that there are five levels of human relationships. At the first level people tell each other, "We hate you, and we will kill you." At the second they say, "We don't like you, but we will use you for our own ends." At the third level, "We don't like you, but we will let you alone"; at the fourth, "We see that you are differ-

ent, and we want to know you better." And at the fifth level they stretch forth welcoming hands and say, "You are different, but we appreciate and like you. We will do all we can to help you realize your capacities and abilities."

How can we reach the fifth level in our homes and in our communities? Here is where the past year's *National Parent-Teacher* study course, "The Family Rediscovered Itself," comes in. That course has given us articles about talking things over with our adolescents, about learning how problems look to them and what they are trying to accomplish. There have been discussions of how boys can understand girls and vice versa, what we can do to help youth attain security and inner peace in an uncertain world, how to build more cooperative and satisfying relations between young married couples, how recreation can bind a family together, and what it is that delinquents want so desperately. All these articles have suggested many ways in which we can learn to understand others and work with them constructively and creatively.

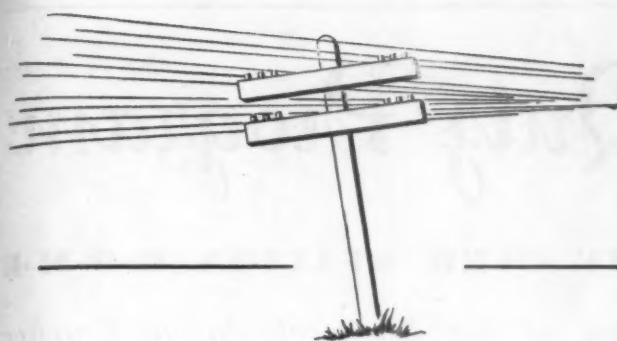
### A Glimpse of the Golden Age

**L**OOKING into the future we see our children taking an ever greater responsibility in their world. As their parents and teachers we have two major obligations. On the one hand, we must help to build a home, a community, and a society that will give each individual an opportunity to make the most of his abilities. On the other hand, we must so guide the oncoming generation that they will be at home in such a society and can contribute to its development. Read over the articles in this past year's study course. Then ask yourself if you are the kind of parent who is teaching his children to understand the behavior and actions of others and to use this understanding from day to day in their relations with others.

We have before us a great opportunity. We can, starting in our own communities, build a world where everyone will be encouraged to develop to his full stature, a world in which misunderstanding, exploitation, and domination are done away with.

But we may not be successful. We may lose faith, grow uncertain, turn away from the job at hand, and try to find escape in the trifles and follies of the moment. We may become so weary from repeated failure that the days of doubt and mistrust may return, as they did a decade or two ago. This, then, is the real question: Will we fail in the greatest opportunity we have ever had, or have we caught a glimpse of a new way of living that will bring us each day one step nearer to the golden age of the human spirit?





# Notes from the

## NEWSFRONT

**Danger: Private Home!**—The home is still the most dangerous place in the nation, according to the National Safety Council. Last year 34,000 Americans died from accidents within their own four walls. Traffic accidents, in comparison, took 500 lives fewer. However, safety education programs seem at last to be getting results, at least among children of school age. Accidental deaths of boys and girls from five to fourteen years old last year dropped 8 per cent below the number for 1945. This was the only age group in the entire population to show a decrease.

**Cancer Is Not Catching.**—Experts in the field of cancer treatment and research, participating in a University of Chicago radio discussion, had this to say about one of man's most dread diseases: "Cancer is certainly not contagious. Although it may be inoculated from animal to animal, there is absolutely no danger of a person with cancer transmitting it to his family or his associates."

**New Stars for the Flag?**—Alaska and Hawaii, both candidates for statehood, have little in common geographically. Alaska has an area of 586,000 square miles and a population of only 72,500. Hawaii, on the other hand, has a population of 423,300 but an area of only 6,400 square miles.

**"Where, all night long, by a firefly lamp . . ."**—Lanterns lighted by fireflies are commonplace in Costa Rica. There the Indians hollow out a section of sugar cane, punch holes in the stalk, and imprison a number of large fireflies. The traveler who carries this romantic light is able to see his path at least clearly enough to avoid holes and snakes. And the glowing insects find captivity sweet, for they feed on the lining of their sugar-cane jail.

**Round-the-World Learning.**—More than eleven hundred former servicemen have been granted permission by the Veterans Administration to study abroad under the G.I. bill. And "abroad" means practically everywhere. They will attend 903 institutions in 68 countries.

**Beanpoles, Beware!**—Army doctors are warning tall men to drop the habit of crossing their long, thin legs. If they don't, constant pressure and tension on a certain nerve in the leg may cause partial paralysis. The nerve is most exposed in thin, long-legged men. Miners, farmers, airplane technicians—in fact, anyone who habitually crouches, squats, kneels, or just crosses his legs—are included in the warning.

**Busy Week.**—Several organizations have set apart the week of May 4-11 for special observance. It will be known as Home Demonstration Week, celebrated in rural homes and communities throughout the nation; as Religious

Book Week, sponsored by the National Conference of Christians and Jews to commemorate the tragic date—May 10, 1933—of the burning of the books in Nazi Germany; as Family Week, to remind us that the foundations of good lives are laid in good homes; and as National and Inter-American Music Week, which will be celebrated by all the Americas.

**Never Too Late To Learn.**—Even sixty-one years was not long enough to keep Edmund Hercules Adams from finally getting around to a college education. He was twenty-three when he graduated from high school, but the eighty-four-year-old Negro is now a freshman at Washburn College, Topeka, Kansas.

**Just a Minute.**—Yes, sixty seconds after you have clicked the shutter of a new-type camera, you will have the actual photograph in your hand. A young inventor has developed a film that carries its own supply of chemicals and printing paper. You snap the picture. As you turn the roll, the exposed negative and its accompanying length of positive paper are squeezed together and pushed out through a slot in the camera. Little capsules of chemicals will have already done their work when you peel the paper sandwich apart. One layer will be the negative; the other, a dry, finished print.

**Match It!**—A professional baseball player with a major league is now assured of a minimum salary of five thousand dollars a year, in addition to twenty-five dollars a week during spring training and full hospitalization in case of injury. The National Congress of Parents and Teachers is strenuously advocating for the teachers of American children a minimum salary of less than half that amount—\$2,400 a year. Draw your own conclusions.

**Seven Designs for Living.**—Arnold J. Toynbee, the English historian, says that there are seven different civilizations flourishing in this one world today: Modern Western; Orthodox Christian; Orthodox Christian, Russian branch; Far Eastern; Far Eastern in Japan; Hindu; and Islamic. Sixteen others, once alive, have disappeared.

**Bigger and Bigger.**—Universities come large these days. The six biggest in the country each boast an enrollment of more than twenty thousand full-time students. If overall attendance were counted—to take care of part-time students, for example—the figures would be more than twice as large. In alphabetical order, the six universities are California, Columbia, Illinois, Minnesota, New York, and Ohio State.

**Ceiling Zero.**—Don't blame the snail for being slow; he is literally feeling his way. According to Better Vision Institute, the snail cannot see more than a few inches ahead of himself. But he has this gloomy advantage over us: he can see better in dim light than in bright.





# NPT Quiz Program

**COMING TO YOU OVER STATION H-O-M-E**

*Through the Facilities of the National Parent-Teacher*

## GUEST CONDUCTOR: LELAND FOSTER WOOD

*Secretary, Commission on Marriage and the Home, Federal Council of the Churches of Christ in America*

● *Our daughter Margaret is fifteen years old. We have made it a rule that when she goes out in the evening she must be in by eleven o'clock. Recently she went to a party at the home of one of our church families. When eleven came and she didn't arrive we thought little of it, but by midnight we began to worry. Her host's telephone seemed to be out of order, and we had no way of reaching her. Actually she got home at two. She was amazed to find how anxious we were and said, "You didn't need to worry about me. I had a wonderful time!" How late do you think parents ought to let a girl of fifteen stay out? And what can we do when other parents make it hard for our Margaret to stick to a good family rule?*

**I**n the first place, parents should understand the world of their young people. Probably at this party the evening was only well started at eleven, and refreshments might not have been served until after twelve. So Margaret couldn't very well leave for home at the time agreed upon. Even if she had wished to telephone you, it might have been difficult to find an opportunity.

And on the other side every young person should realize that his parents will inevitably be anxious if he doesn't come home at the expected hour. Everybody knows that accidents are all too common these days. Certainly Margaret would have worried about either of you if you had been delayed three hours beyond the time she expected you.

Many young people have been able to work out some sort of advance plan with their parents before going to a party. They decide

on the approximate time at which the party is likely to be over. Then it is understood that if anything happens to postpone departure, the boy or girl will telephone home. Such a procedure puts the whole problem on a matter-of-fact basis.

Any mother and father can also cooperate pretty successfully with other parents on this issue of evening hours. Since you two were not well acquainted with the host and hostess at this particular party you did not realize that their ideas were quite different from yours. Try to become friendly with the parents of the young people whose lives are mingled with your Margaret's. You cannot always do this, of course, but in most communities it can be achieved in reasonable measure.

Although parents need to see the world from



© Ewing Galloway

the point of view of their growing sons and daughters, it is just as true that youth can profit from the more experienced thinking of parents. The best family relationships seem made to order for such a sharing process. Most parents do not want to be arbitrary and dictatorial. You yourselves know that nothing would be gained by telling Margaret to be home at the hour set for girls in your own day. Why not discuss the whole issue from the standpoint of health, of avoiding excessive fatigue, and of being able to enjoy the next day when it comes? The chances are that you will arrive co-operatively at a solution agreeable to all of you.

● *We have a problem that concerns our nineteen-year-old daughter. She is going with a young man who does not make a good impression on us. Should we refuse to let him come to the house and forbid her to go out with him? We have tried to reason with her, but she likes him and thinks she can be trusted to choose her friends.*

SHE is right in saying that she is old enough, and in a sense it is true that she must take this responsibility. On the other hand, it is possible that she may make a tragic blunder, as some girls have done—and boys too. This problem, like many others, illustrates the need for cultivating an atmosphere of free interchange of thought and feeling between parents and young people. If such a relationship has been developed through the years, it will be natural for the girl to talk about a boy friend with her parents and expect some reaction from them. But if the habit of talking things over has not been formed, it is a bit difficult to begin it at such a late date.

In any case, if you are to arrive at a sound conclusion, both sides must be open-minded. Either might be mistaken. You parents would do well to note carefully all the young man's good points. One mother who had just this kind of problem with her daughter said to the girl, "I like the way you see the best in him, but if he should come to mean a lot to you, we would wish to be sure that he is the sort of man you want as a husband and the father of your children." She went on to say, "Let us both be open-minded about him. I'll be glad to have you invite him here as much as you wish."

So the girl saw her young man in the atmosphere and from the point of view of her home. They dated for a time, but finally she decided he was not the kind of man she wanted. The matter was settled by her own free decision. Sometimes it is also possible to learn about a strange young



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man through contacts in his community. Many mistakes could be avoided if more parents and young people would find out what goes on, and has gone on, in the life of a person who is to be very important to them.

I know a father who used a quite different method, forbidding the young man to come to the house and ordering his daughter to break off all contacts with him. But she continued to see him secretly and presently ran away with him. Too late she came to realize that she had made a disastrous mistake. Need I ask which method of handling the situation seems to you the better?

Parents in neighborhoods and communities should discuss together the whole problem of young people's social opportunities. They should make sure that their girls and boys have every chance to form friendships from among which the greatest decision of life can be made without future regret. There are several good books, too, on young people's friendships. A recent one, by Clifford Adams, is *How To Pick a Mate*.

● *Our son, who is fourteen, refuses to go to church and continually argues with his father and me about our religious convictions. He has good habits and does well in school, but he says he doesn't see how attending church will help him in any way. His friends are not required to go, and he does not think he should be. Yet we feel that religious principles are great safeguards and that religion represents the supreme values of life. What do you suggest we do with our Bill?*



TO BEGIN with, let me tell you what *not* to do. There are two approaches that are not likely to do the boy any good. One is compulsion; the other is scolding and constant criticism. Instead of using either of these methods, gird yourselves in the armor of patience. Remember that you and your family have a strong influence over Bill. In fact, the home can do for him a large part of what you want the church to do. As one young girl wrote to her parents, "The greatest thing you did for us was something of which you were probably not aware; it was just the way we lived together as a family."

Your problem is to express the meaning of religion in the quality of daily living. Express it in mutual understanding and appreciation of each member of the family, in the habit of thinking of one's neighbors, one's community, and the world in a spirit of good will and concern for others. Make religion winsome by living it winsomely. Make it something bright and helpful, to be cheerfully sought after rather than a duty to be performed.

The laws of influence are such that even the highest things must be made attractive if they are to be felt. This doesn't mean, however, that sound, serious thinking about God, about the meaning of life, and about human destiny is not tremendously important. It is, perhaps, the most important kind of thinking that is needed in the world today.

Because other parents are likely to have this same problem, why not get a group of them together to talk with your minister about dealing with the perplexities of teen-agers? Perhaps you will discover that the program which the church offers its young people should be fitted more definitely to their needs.

And here is some real reassurance for you. It is true that each generation will show some rebellion against childhood teachings (and this compels us all to be sure we are building on the most fundamental things). Yet eventually those who rebel will come once more under the influence of early training, especially the quest of religion for the highest truth and the best ideals of society. This is indicated by the fact that church membership keeps up from generation to generation. Indeed it increases at a rate somewhat faster than the population itself.

I do not say that this problem should be put aside as if it were not serious. It is serious. The coming generation, perhaps even more desperately than the present one, will need to build its world in the good will and the spiritual conception of living for which our churches and synagogues stand. Only thus can either world conditions or individual homes remain stable and secure.

## Democracy in *Bobby Socks*

• • •

HERE we go again!" I groaned. The election of officers was still deadlocked. It was hot in the basement clubroom of the Y.W.C.A. My head ached. Surprisingly I consulted my watch. Nearly five o'clock. We would hit the homegoing bus jam.

Without an adult in the background, the Y.W.C.A. disliked turning eighteen young teen-agers loose in its freshly decorated clubroom. And today I was It. All afternoon the newly formed Girls' Club had been electing officers. How alike the girls looked, sprawling about the room in over-sized sweaters and white bobby socks! I could scarcely distinguish my Ann from the rest.

PRESIDENT, secretary, and treasurer had been elected rapidly. Now they were voting for sergeant-at-arms. A battle to the death, but conducted with all the formality of "The gentlemen from France will fire first!"

Thirteen-year-old President Betty had poise; she knew her Robert's *Rules of Order*. Smoothly she put through a suggestion that she and I both vote on the next ballot. Perhaps we'd break the deadlock.

"Must you have a sergeant-at-arms?" I finally whispered pettishly.

"Sure, to keep out the boys' orchestra, across the hall. They'll try to crash our meetings, especially when there's food."

I sized up the two rivals for the office. It would be a doughty band player who crashed a gate guarded by either Amazon.

Heavens! It was five-fifteen. Hastily I scrawled the shortest name on my ballot. Again a deadlock; nine votes apiece. Why had I been too lazy to write "Kate McGillicuddy" instead of "Clara Cox"?

"We'll take another ballot," announced President Betty inexorably.

I arose; collected purse, gloves, bus-pass. "I'm sorry, I have to leave," I announced. The bossy maternal feminine arose in me. "Why not let this go until next time? After all, it's just a friendly club. . . ."

Eighteen pairs of horrified eyes blazed on me. Ann turned scarlet. "Why, Mother, we've got to do it *right*. This is an election!"

SUDDENLY I saw. The group of angular thirteen-year-olds before me wavered and dissolved. Instead of girls in outsize sweaters and bobby socks, they were barons in armor, forcing the Magna Charta upon two-timing King John. They were colonials in knee breeches, hammering out a constitution for an infant republic. They were plain farmers in homespun at a New England town meeting. They were Young Democracy personified, learning self-government by "doing it right"—in a girls' club in a Y.W.C.A. basement.

This patient respect for the slow democratic process had been drummed into them through how many school elections, how many dragging club meetings! On the battlefield some of their older brothers had died for this principle. And I had wanted to go totalitarian!

"I see," I flushed. "Let's go on. Let's make our election just exactly right."

—FRANCES FOWLER ALLEN





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**G**OOD news continues to come from the medical laboratories, where the war against the arch foes of childhood is being waged with grim determination. Diphtheria is vanquished, scarlet fever is no longer formidable, and whooping cough has lost much ground. These are cheering signs of a general retreat. But from another quarter comes the disturbing report that these victories are not being followed up by the fighters on the home front. This is indeed a concern of the P.T.A., especially of the health and Summer Round-Up committees.

## Closing the Gates on COMMUNICABLE DISEASE

**L**ET me introduce myself and my subject with one personal fact: For twelve years I have been the resident nurse in a boarding and day school. During that time medical science has learned a great deal about the control of many of the communicable diseases, but as a nation our accomplishments in this phase of child health have not kept step with our knowledge. They have lagged behind, and from my own experience I have learned that there are two reasons for this. First, too many parents are still failing to protect their children from the needless suffering caused by preventable diseases. Some are guilty of careless neglect; others are definitely opposed to the measures that must be taken. Second, there are, year after year, the same number of parents who do not know either which types of immunization their children have received or the results of any tests for susceptibility that may have been given.

Some indeed do not even remember accurately which of the communicable diseases their children have had.

As medical knowledge increases so does the need for cooperation between doctors and parents. When the family doctor knew no more than the layman about how to prevent or cure childhood diseases there was little the parents could do to help him. Likewise the patient's history was of little importance, except as an aid to diagnosis. Today the whole picture is changed. Many diseases can be completely eliminated by inoculations given in infancy. Others can be so modified by inoculation at the time of exposure that they need no longer be dangerous to the child. Yet the family doctor cannot perform these miracles alone. He must have the full and intelligent cooperation of every parent. Together they can do the job of protecting children against preventable illness.

## Parents Must Not Fail

**T**HE first step in this cooperation must be the willingness of the parents to safeguard their children. There can be no excuse for lack of knowledge—or even of financial means. Local health agencies, schools, and family doctors are all ready and eager to give advice on the subject. No child need be unprotected because of financial difficulties, for in most communities or counties free clinics are available to all. In combating one disease, smallpox, some of the states have stepped in and made immunization compulsory for every child who attends school.

We in the United States pride ourselves upon being in the enlightened forefront of medicine and public health. Is it not shocking, then, that only fourteen states have compulsory vaccination laws? In prewar years the incidence of smallpox here was exceeded only by that in Russia and India (figures for China are not available). In the years between 1933 and 1939 New York City, in a state with compulsory vaccination laws, had only two cases, both originating elsewhere. But during the single year 1938 there were 15,111 cases in the country as a whole. In five years California, with no compulsory law, had 25,651 cases. But need you, as thoughtful parents, wait to be compelled by law to save your children from suffering?

Within the lifetime of most present-day parents there has been a startling conquest over another serious communicable disease, diphtheria. In the city of Philadelphia in 1925 there were 3,889

cases, with 315 deaths. Twenty years later, although the population was far greater, there were 36 cases and two deaths. The single controlling factor was immunization, which in 1925 was still in the experimental stage. Today, given the full cooperation of all parents, there need be no cases of diphtheria and no deaths. Any parent who fails to immunize the children of his family against this disease should be considered guilty of criminal neglect. These are harsh words, but have you ever stood helplessly by and watched seven babies die of diphtheria in one ward in one night? I have. It is not a pleasant sight or a pleasant death; nor is it necessary.

How many of you realize that whooping cough causes more deaths among children under two years of age than measles, diphtheria, and scarlet fever combined? This in spite of the fact that there is a vaccine which, while it may not entirely prevent the disease, so modifies it that it is no longer a severe hazard.

Measles, though less often fatal, is also dangerous to the very young child. Like whooping cough it too can be modified by inoculation. Since there is a vaccine that combines protection for diphtheria, whooping cough, and tetanus (lockjaw), the number of injections needed to protect the child against the more common diseases has been cut to a minimum. Furthermore, when these are given to infants the reactions are so mild that no parent need feel that the prevention is worse than the illness.

## The What and Why of Medical Records

**T**HE second factor in the prevention of these diseases—and one that is the more often neglected—is the careful keeping of records. True, the doctor probably has on file a statement of the immunizations and tests that each of his patients has received, and of the illnesses they have suffered. But this is not enough; the parents should keep such a file, too. Your doctor may move to another neighborhood, or you may. He may fall ill or die. Too often I have heard a mother say of her child, "He had a lot of 'shots' when he was small, but then we moved away. I really don't know what they were for. The usual things, I suppose."

Even this brief discussion shows that "the usual things" may mean any number of different diseases. So when there is an epidemic the doctor and nurses responsible for the lives of their youthful patients are in a dilemma. Shall they put the child through the ordeal of inoculation, perhaps unnecessarily? Or shall they take the chance of having him develop a serious illness? And parents



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who lack the proper data on their children's immunization face exactly the same problem. If they decide on the former course, both fear and pain may be involved, for a child is much more sensitive to "shots" at school age than he was in infancy. There is, too, the unpleasant possibility of his losing time from school, and for the parent there will be anxiety and bitter self-reproach.

### Points To Remember

NOT only must the record state the disease against which the child has been immunized; it must also name the type of immunization given. There are two types, as you may know: permanent (which may not be strictly permanent but at least lasts for a number of years) and temporary. Permanent immunization is the type used with infants, before any exposure has taken place. This, of course, is the ideal procedure. On the other hand, if a child is exposed to an illness before he has been inoculated against it, the doctor will give an antitoxin that will have an immediate effect but will only last about a month. He does this because it takes several weeks for the permanent type to become effective. It will tide the child over the emergency, keeping him protected until he is able to be permanently immunized.

It is also important to record the dates of all the immunizations. Why? Because some inoculations require a booster dose to be given periodically

in order to keep up a high level of immunity. In other cases it is wise to test the child to see if the dosage he has been given has actually produced immunity. After both diphtheria and scarlet fever toxoids have been administered it is possible to discover the results by a simple skin test. This test is of no value if done too soon after the inoculation—which means that the dates of original doses, subsequent tests, and the results of those tests should all be on the record.

Finally, the parents should keep on record a list of the communicable diseases the child has had, when he had them, and for how long. In many communities if one child in a family has a communicable disease the other children are permitted to continue going to school—if they are immune; that is, if they have had the disease or have been proved immune to it by skin tests. But if the parents have kept no record of the illnesses, one of two things will happen. Either a child will miss school unnecessarily, or he will mistakenly be allowed to go to school and thus endanger the health of his classmates. I have seen this happen all too often in the last twelve years.

If every parent would cooperate fully with the family doctor in the fight against communicable diseases, thousands of young and precious lives could be saved each year. Fewer schools would be closed because of epidemics, and all the children of this land would be assured of a happier, healthier childhood.

### THANKS TO OUR READERS

OUR subscription list has mounted by the tens of thousands in the past year, as you will gather from those imposing figures on page 28 of this issue. I wish we might have the opportunity to thank individually every one of our new subscribers, and all our old ones too, for their splendid support of *National Parent-Teacher: The P.T.A. Magazine*. Since we cannot, I shall use the magazine itself as a means of expressing to you, on behalf of the directors and editors, our deep appreciation. With your help we can continue our steady, unbroken progress toward a long established goal—to make the *National Parent-Teacher* the most helpful magazine that any parent, any teacher, any parent-teacher member could desire.

Remember always that this is *your* magazine. As you know, it is a nonprofit publication. It takes no advertising and is promoted only by a large and loyal body of parent-teacher workers. These volunteers solicit subscriptions and publicize the merits of the *National Parent-Teacher* as part of the regular educational program of the National Congress of Parents and Teachers, known locally in American communities as the P.T.A.

Many features of unusual interest are being planned for next year. You will read about some of them in this issue, about more of them in June and September. Once again, my repeated thanks to all of you, old and new friends alike. We are privileged to be able to serve such a fine, faithful audience of readers.

MRS. JAMES FITTS HILL

President, *National Parent-Teacher Magazine*



# WHAT'S HAPPENING IN Education?

- You referred recently to organizations through which help can be given to children and schools abroad. Our school wants to help, but we also want to be sure that our aid will be handled by a reliable organization. Can you direct us to a list of such agencies?

**YES.** The new *CIER Handbook* is a reliable list of carefully screened organizations. For a free copy write to the Commission for International Educational Reconstruction, 744 Jackson Place Northwest, Washington 6, D. C. This booklet lists everything from the Greek War Relief Association to the Kosciuszko Foundation.

Of course all parent-teacher associations ought to throw their support behind the project being sponsored by the National Congress of Parents and Teachers and the American Junior Red Cross. For some time the Junior Red Cross has been sending packets to school children. Now the P.T.A. may send a special package to the *teacher* of the school. Write to your state office for details about the project.

In case you want proof of the great need for help, let me tell you that at Atlantic City a UNESCO spokesman mentioned schools in which there was one pencil for forty students.

The executive secretary of the Commission for International Educational Reconstruction says that there are two other relief projects especially deserving of attention. One of these is the American Book Center, which is undertaking to rebuild the war-scattered files of professional books. In many lands teachers do not know what has been happening in their profession because they have seen no professional literature for several years. Do you have any books or magazines in the field of education lying around that you will never use again? Of course you have. Then send them to the American Book Center, Library of Congress, Washington 25, D. C.

The second project is concerned with food donations through CARE. You can earmark your gifts for teachers or pupils and indicate the country, if you wish. How much the people in other lands need food you know by reading your daily papers. CARE, 50 Broad Street, New York 4, New York,

will stretch your dollars. The packages cost ten dollars, and the food in each contains approximately forty thousand calories. That's enough to feed one person adequately for about twenty days.

Never did a nation with so much have so great an opportunity to help so many.

- Our P.T.A. wishes to buy radio receivers for a number of classrooms. What kind of equipment do you recommend?

**I**N the first place, I wouldn't rush into the nearest store and buy a radio. Keep your money in the bank a little longer. I say this even though children should not be denied access to good programs. And I know you can't put children away in banks as you can money.

Here's the situation. Many new FM radio stations are coming on the air. You want a radio that will pick up those programs as well as the older AM stations. But only a few of the present radios offered for sale have equipment to receive FM programs.

There's a reason for this. Shortly after the end of the war the FM stations were put in a new radio range. This meant that engineers had to redesign the receivers. In the meantime the public clamored for radio sets. So manufacturers built and sold old-style sets. Watch the ads for announcements of combination AM-FM receivers. That's what you will want for your classrooms.

Here are two tips. From the Radio Council, Board of Education, Chicago 6, Illinois, you can secure information on a new AM-FM set, especially designed for school use, that has already been tried out. The Radio Division, U.S. Office of Education, Washington 25, D. C., will send you a copy of the recommended specifications for school radio receivers. The information may seem pretty technical, but with the help of a smart youngster from the science class you will be able to understand it.

When you buy a set, be sure to ask many questions about the loudspeaker. Don't expect to get full-throated tones out of a small-throated speaker.



- We are finding it more and more difficult to secure qualified teachers for our local schools. Young high school graduates, boys or girls, are turning their backs on teaching as a career, so our supply grows smaller and smaller all the time. What is being done elsewhere? What can we do to recruit and hold teachers?

NEARLY every community in America is asking this same question. On the forge of desperation we are hammering out some new answers—good ones. Here are a few things that you can do:

1. Adopt a salary scale that makes teaching a worthwhile career. New York State has done this. There an alert, progressive elementary school teacher with a bachelor's degree can begin at \$2,200 a year and go on up to \$5,350 in fifteen years. (You will recall that at its fall 1946 meeting the Board of Managers of the National Congress passed a resolution setting \$2,400 a year as a minimum salary for beginning teachers with a B.A. degree and \$5,000–\$6,000 as a desirable maximum for experienced teachers.)
2. Adopt a single-standard salary scale: equal pay for equal training, no matter what the grade taught.
3. Change teaching from a part-time (nine months) to a full-time (twelve months with paid vacations) occupation. That doesn't mean classroom teaching in the summer. It may mean curriculum revision, in-service training, camp supervision, and so on. California and Illinois are working toward this goal, which has long been common in agricultural and home economics education.
4. Set salaries on a "comfort and savings" base. This can be determined fairly scientifically.

- What can be done about these awful crime programs on the air? I am worried about their effect on children. Mine practically glue themselves to the radio to listen to them.

IN the first place, don't indict all radio for excesses of the chiller-dillers. CBS and NBC practically ban such programs from their networks. CBS presents its splendid American School of the Air programs during the traditional late afternoon "children's hour."

Here's what *Variety*, journal of the entertainment world, had to say recently about what it calls the "juve programs":

In most of these serials the script writers . . . covertly propagate a contempt for culture. The villain, for example, is generally depicted as a man of breeding with precise grammar and extensive vocabulary. The hero, on the other hand, is drawn as an average citizen, making up for his lack of refinement by the strength of his arm and will. It's through such devious channels that the child is made to arrive at his ideas.

Lastly, these programs are marked by the unique style of their commercials. What a style and what commercials! Even if these serials were flawless on every count, the quality of these plugs would be enough to sink them to the not-recommended classification. They take advantage of the child's gullibility; they are loud and long; and are ladled out by the announcer in a wheedling, patronizing tone.

Of one children's program the writer says, "Human beings, for example, are referred to as rats, vermin, and snakes—this is the invective of modern totalitarianism which prepares for the wanton annihilation of human life by first having reduced its value to that of vermin. It is doubtful," concludes *Variety*, "whether the educative effect of this program is on the positive side."

About the influence of these crime and terror programs upon our children we have relatively little reliable, scientific information. But we do know that each child is the product of the communication process that reaches him day in and day out.

I urge parents and teachers, then, to make a close study of these radio programs. Listen to them. Compare them. Compare the networks. Find out what children hear and what they remember. Read up on the subject pro and con. Do this before you protest. So many times irate protests miss the mark because of lack of evidence. Radio is very sensitive to well-documented protests. So are sponsors. The air belongs by law to the people of the United States. That means you. By well-planned, carefully conceived arguments you can bring about marked changes in American radio.

- My son doesn't seem to understand the value of money. We got him started with a paper route so that he could earn some of his own, but he spends it without saving a cent. Don't you think the schools should teach children the value of money?

YOU will find that most modern courses of study do recognize this problem, although perhaps more can and should be done. Does your school carry on the Treasury Department savings program? After the close of hostilities the "war" was dropped from "war savings" and the program was continued, teaching thrift in a very practical way.

Another excellent new aid is *Managing Your Money*, the latest publication in the Consumer Education Series. This is a unit for high school students. It is down to earth, illustrated, and interesting. Single copies (35 cents) may be obtained from the Consumer Education Study, National Association of Secondary-School Principals, 1201 Sixteenth Street Northwest, Washington 6, D. C.

—WILLIAM D. BOUTWELL

THIS department, which made its first appearance two years ago, again brings to the parents of America's children an up-to-the-minute account of current educational trends and the future practices toward which they lead. Our readers are cordially invited to send their queries to "What's Happening in Education?" in care of the *National Parent-Teacher*.

# FOUR-POINT PROGRAM

## NATIONAL CONGRESS OF PARENTS AND TEACHERS



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**T**HE Four-Point Program of the National Congress of Parents and Teachers, published in the March 1947 issue of the *National Parent-Teacher*, presented the four areas selected for major emphasis during the present administration as well as four specific objectives in each area. The program has been enthusiastically received. State and local parent-teacher groups have already distributed more than 300,000 reprints of it, and a number of state bulletins have publicized it.

Now we are ready to present the second section of the plan, the *action projects* that suggest to parent-teacher leaders ways in which the four points may be translated into community action everywhere in the country. Of course, we do not expect any association to undertake simultaneously all the projects outlined here, nor do we expect any project to be completed at once. We are fully aware that hundreds of P.T.A.'s have already started work on different phases of the program. These associations will intensify their efforts and welcome the news that thousands of other groups will be carrying on similar projects and activities. Our strength lies in unity of purpose throughout our great membership. The day-by-day achievements of twenty-seven thousand local units will add up to an impressive total, a working program that will establish new and lasting gains for children the world around.

The following steps are suggested to assure an orderly and practical plan of operation by all local associations:

1. Appoint a local Four-Point Program steering committee that will aid the president and the executive committee in directing and carrying forward the program.

2. Give one person or one committee the responsibility

1. School Education
2. Health
3. World Understanding
4. Parent and Family Life Education

for gathering together up-to-date information pertinent to the four areas of the program. Included in this material should be a working file of *National Parent-Teacher: The P.T.A. Magazine*, which contains abundant material on all phases of the program. Your local librarian can help by supplying useful books and pamphlets related to the projects being undertaken. The National Congress has mailed a reprint of the Four-Point Program to more than ten thousand librarians throughout the country.

3. Keep the membership and the entire community informed of the progress of the program. Enlist the services of the press, the radio, and all other publicity channels.

4. Cooperate with the parent-teacher council (if there is one) in organizing a speakers' service so that squads or teams of speakers will be ready to explain the program to other groups or to enlist their aid when united community action is essential.

Every officer and committee chairman—local, council, district, state, and national—can find a place to work on this strategic program. Suggestions for complete utilization of P.T.A. leadership will be given in the next section of the Four-Point Program, "Key Persons in Key Posts."

### STEERING COMMITTEE ON THE FOUR-POINT PROGRAM

Mrs. John E. Hayes, chairman; Mrs. Stanley G. Cook; Mrs. Clifford N. Jenkins; Ralph McDonald; G. F. Moench, M.D.; Ralph H. Ojemann; Agnes Samuelson; and A. Pauline Sanders.



# Action Projects

## 1 SCHOOL EDUCATION

### Urge legislation for soundly financed schools.

1. Find out what amount of money is required by your local school to carry out its program. Tell your school authorities that you want to cooperate with them and ask how your P.T.A. may help.

2. Learn all you can about any school surveys made in your state. If none has been made recently, petition the governor to appoint a commission for this purpose. If the schools have been surveyed, discuss the findings at P.T.A. meetings so that members may become thoroughly familiar with the proposed remedies and may be able to explain them to others. Support the legislation committee in its effort to secure passage of any bills that will benefit school children.

3. Assign to the legislation committee or some other group the important task of keeping abreast of school education developments in other states. The *National Parent-Teacher*, the *National Congress Bulletin*, the *N.E.A. Journal*, state parent-teacher bulletins, and state education journals will be invaluable in this connection. Give the committee time to report on proposed amendments to state constitutions and on what the various states are doing in the way of school legislation.

4. Ask the legislation committee to report regularly on Federal legislation providing aid for education. Obtain from your representatives in Washington copies of all Federal aid bills. Request your legislation chairman to study these bills in the light of the established policies of the National Congress of Parents and Teachers and explain them to the membership. Do all you can to promote understanding and support of all measures endorsed by the National Congress of Parents and Teachers. Refer to the *National Parent-Teacher*, the *National Congress Bulletin*, and the *N.E.A. Journal* for timely information on Federal measures in the school education field.

### Rally support for higher salaries for teachers.

1. Request your school education committee or some other group to gather information on the teacher shortage in your community and present the facts to the membership. Ask your local school authorities how the P.T.A. can help to alleviate the shortage. Find out how other communities are solving the problem, and suggest similar action by your group.

2. Study local teachers' salary schedules in the light of the standards outlined in the resolution passed by the National Congress Board of Managers. (See page 32 of the January 1947 issue of the *National Parent-Teacher*.) After discussing the resolution, see what can be done immediately to reach these goals.

3. Organize a team of speakers who will address other community groups on the teaching crisis—its causes and how it may be remedied.

4. Ask your school education chairman to review at a P.T.A. meeting the pamphlet entitled *Our Children*, published by the National Education Association. Be on the alert for other pertinent, new publications.

### Raise the prestige of the teaching profession.

1. Discuss all possible reasons why more young men

and women are not preparing for the teaching profession and why trained and experienced teachers are leaving our schools. Find out which of the following factors apply to your local school and to what extent: inadequate retirement funds, insecurity of tenure, high living costs, rigid social restraints, excessive teaching loads, disciplinary problems, undemocratic procedures, and lack of adequate school equipment and facilities.

2. Determine which unfavorable conditions in your schools can be improved by democratic discussion and direct action and which require legislative action, local or state. Write to the state chairman of school education for information on the problems brought to light.

3. Find out what other communities and states are offering in the way of teacher training scholarships for deserving young men and women. Report your findings to the P.T.A., and stimulate interest in similar local projects that will aid prospective teachers.

4. Find out from the teacher education institutions in your state how many and what kind of teaching positions they are called upon to fill. Ask for professional advice about the educational fields in which trained teachers are most urgently needed. Use this information to encourage young people to go into the teaching profession.

### Link the interests of home and school.

1. Invite school authorities and educational leaders to attend P.T.A. meetings and discuss important new tasks facing the schools today. Discover what your P.T.A. can do to build public opinion in favor of needed curriculum revisions that will allow for the wider use of audio-visual aids, more education for home and family life, and so on. Work toward increased library facilities and other services that will benefit young children, adults, exceptional children, minority groups, and people in rural areas.

2. Plan an effective observance of American Education Week. Write to the state or national chairman of School Education for a packet of materials related to this annual observance.

3. Cooperate with other community agencies that are rendering educational and social services to children and youth so that the weight of organized public opinion may be used to full advantage.

4. Make good use of the suggestions in the pamphlet *Looking Toward Tomorrow's Education*, which was prepared for publication by the Joint Committee of the National Education Association and the National Congress. (Sufficient copies of this pamphlet were sent to state congress offices to provide at least one copy for every P.T.A. Additional copies are available at cost from the state congress.)

## 2 HEALTH

### Evaluate community resources.

1. Find out from local health leaders what the P.T.A. can do to help raise health standards.

2. Appoint a committee to arrange for a series of talks by health leaders, such as the local, county, or state health officer, the head of the medical or dental society, a prominent hospital administrator, and so on. Subjects for discussion might include the following:

- In what ways can the P.T.A. spread sound information about the health needs of the community?
- How can the P.T.A. help to improve and extend health services that will meet these needs?
- What are the effects of malnutrition on the mental, physical, and emotional growth of children?
- If qualified personnel is lacking, what volunteer assistance can the P.T.A. offer toward the advancement of the community child health program?

3. Ask the health committee to visit local health departments, hospitals, laboratories, X-ray clinics, or county medical and dental societies and report back to the association on what these agencies, institutions, or organizations are doing to improve health conditions in their respective areas.

4. Request that the health chairman make a list of community health problems, and present them to the P.T.A. for discussion and action.

#### **Help to recruit qualified professional personnel.**

1. Plan forums, round tables, or panel discussions that will give parents and young people information about the opportunities open to persons trained in the field of health.

2. Invite professors of medicine, dental experts, head nurses, physical therapists, and health technicians to speak at P.T.A. meetings in order to explain recent changes that have taken place in the professions of nursing, dentistry, medicine, and engineering.

3. Plan to observe Public Health Nursing Week, which falls in April of each year. Get in touch with local or district nurses' associations and ask for their suggestions on how to help recruit more nurses.

4. Investigate the possibilities for setting up scholarships or student loans for young people with the inclination and the ability for a career in the field of health. Find out what scholarships in this field are already being offered.

#### **Promote the health program in general.**

1. Support all approved health legislation—local, county, state, and Federal—including measures providing for maternal and child welfare, appropriations for the survey and construction of hospitals, and provisions for other public health services.

2. Cooperate with school authorities on plans to include health instruction in the curriculum of every grade from kindergarten through high school. If the school has no qualified nurse on its staff, urge the school board to make provision for one, furnishing adequate facilities for her work and for students' health examinations.

3. Find out what is being done in the community, the county, and the state on behalf of exceptional children, and work through the proper channels to give them the care and education best suited to their needs.

4. Organize parent education classes to teach adults the importance of health services, the relation between physical and mental health, the necessity for early detection and treatment of defects, approved standards of nutrition, and other necessary information. Cooperate wholeheartedly in all state and national plans to promote the circulation and use of the *National Parent-Teacher* in order that members may have access to the information on health contained in each issue.

#### **Meet community needs.**

1. Promote the Summer Round-Up of the Children,

and encourage parents to see that remediable defects are corrected promptly. Bear in mind that the Round-Up can help to develop fellowship among the parents of preschool children.

2. Impress upon parents the importance of immunizing and vaccinating children against communicable diseases, and offer assistance to the health department if needed.

3. Publicize the health facilities available to adults and children in the community, and encourage the full use of these services.

4. Cooperate with other community organizations in such projects as establishing a health council, a health center, a supervised playground, a recreation center, prenatal or other services if present services are not adequate.

## **3 WORLD UNDERSTANDING**

### **Cultivate a friendly feeling toward other peoples and nations.**

1. Appoint a committee to assemble material that can be used by a study group on world understanding. Include in this source material such books as Wendell Willkie's *One World* and *One World or None*, written by a group of atomic scientists.

2. Show the sound film, *One World or None*, obtainable from the National Committee on Atomic Information, 1749 L Street Northwest, Washington 6, D.C., at a P.T.A. meeting. Allow time for discussion following the showing of the film.

3. When enough source material is assembled, form a study group that will make a serious analysis of the United Nations Charter, especially the functions of the General Assembly, the Security Council, the Economic and Social Council, UNESCO, and the International Court of Justice. Material may be obtained by writing to United Nations Information, U.S. State Department, Washington 25, D.C., and the American Association for the United Nations, Inc., 45 East Sixty-fifth Street, New York 21, N.Y.

4. Publicize radio programs dealing with international affairs, and call attention to books and other publications that give a true picture of life in other lands.

### **Encourage people of different national origins to participate in community affairs.**

1. Arrange an exhibit on the United Nations at some accessible spot in the community. Ask all P.T.A. members to make some contribution to the exhibit and help ensure its success.

2. Sponsor a community music festival featuring the music of all nations. Invite a local musician or teacher to speak on music as an international language.

3. Stage a series of native-land folk dances by the foreign-born citizens of the community, each group wearing the costumes of its own country. American folk dances should also be included. From time to time present pageants and other dramatizations that will show how other countries and other cultures have contributed to the general welfare of this nation.

4. Promote a "Recognition Day" to honor young men and women who have attained voting age, and foreign-born adults who have become citizens. Ask the mayor for a proclamation designating a day for this purpose.

### **Build public opinion to sustain world understanding.**

1. See that Brotherhood Week is made an occasion for



recognizing the contribution of all groups to the welfare of the community, and cooperate with schools and all other community institutions in promoting the observance of World Good Will Day.

2. Urge all P.T.A. members who are qualified voters to exercise full use of their franchise by voting, holding office, and participating in civic affairs. In this way they may help to demonstrate to the world community the advantage and value of democratic procedures at local, state, and national levels.

3. Ask local delegates who attend state and national conventions to report discussions related to world understanding and any action taken in the field of international relations.

4. Keep your state bulletin editor and publicity chairman informed about any outstanding P.T.A. efforts on behalf of world understanding. Reports of successful projects in one P.T.A. will stimulate and encourage other associations.

#### **Develop a world community outlook through education.**

1. Encourage the schools to place greater emphasis on international good will, both during and after school hours, by means of suitable units of work, student discussions, assembly programs, occasional playlets, literary programs, charts, posters, and similar aids.

2. Secure the approval and cooperation of school authorities in sponsoring a student essay contest or poster contest on the theme "All People Are Neighbors." Appropriate awards or recognition to winning students can usually be arranged through cooperation with local civic organizations.

3. Urge school boards to recommend that the school library purchase authoritative books dealing with all phases of international affairs.

4. Make maximum use of state and national publications that contain materials on world understanding, especially the *National Parent-Teacher*.

## **4 PARENT AND FAMILY LIFE EDUCATION**

#### **Develop effective leadership.**

1. Encourage groups to meet monthly for the purpose of studying and discussing the parent education courses published in the *National Parent-Teacher*.

2. Sponsor study courses that have a dual purpose: to develop a skill or practical art, such as clothing construction, metal work, or ceramics; and to give members an opportunity to discuss family problems while they are working at these crafts—particularly problems applying to child development, the boy-girl question among adolescents, money management, use of the family car, and others.

3. Conduct joint meetings and conferences with the members of other community groups such as social workers, public health nurses, counselors, and extension leaders or parent education supervisors qualified to train lay leaders.

4. Work with other community agencies to plan and display exhibits dealing with problems of home and family life—for example, a display of charts and posters presenting the Basic Seven foods, an exhibit of children's play materials, and so on. (In all demonstrations of this kind, guard against violating the noncommercial policy of the National Congress.)

#### **Expand the parent education program.**

1. Designate an officer or committee chairman who will visit child-care centers, play schools, nursery schools, kindergartens, playgrounds, and preschools and then report to the association what is being done there for children of the community.

2. Give the teachers or leaders of these various schools and centers an opportunity to demonstrate to the association desirable techniques used in working with young children. Ask juvenile court judges to explain laws which do or do not protect children, such as adoption laws, labor laws, etc.

3. Organize preschool sections of P.T.A.'s in order to interest young parents in homemaking, child development, and parent education.

4. Invite public speakers or representatives from other organizations interested in child development, better housing, and homemaking to lead discussions on these subjects at P.T.A. meetings. Show slides or movies that will demonstrate new techniques in homemaking. Place emphasis on the importance of developing a spiritual atmosphere in the home through regular Bible reading, prayers, and worship in the church of one's faith.

#### **Urge school officials to emphasize the need for parent, home, and family life education for both boys and girls.**

1. Discuss the need for teachers in the elementary grades to relate their subject matter to the job of living in a home, and support school programs that provide for such teaching.

2. Plan conferences with school officials, and urge that units of instruction on human behavior and its development, on personal and social relationships, on the budgeting of time and money, and so on, be added to the curriculum.

3. Encourage out-of-school interest in hobby clubs; music and art groups; character-building organizations; and the like.

4. Suggest to school officials the need for assembly programs that will show positive aspects of family life. Interesting assembly topics might include "The Do's and Don'ts of Good Manners," "Tips for Good Grooming," "Ways To Save Your Dollars," "A Barrel of Fun in Good Eating," and "New Tricks in Textiles."

#### **Stimulate interest in all devices and techniques that can be used in parent, home, and family life education.**

1. Arrange panel discussions, forums, workshops, institutes, and seminars to acquaint P.T.A. members with what is being done in the fields of homemaking, family life, and human relationships.

2. Use the "Jiffyskits" published by the National Congress to promote parent education, and develop similar skits based on articles in the *National Parent-Teacher* and in state parent-teacher publications.

3. Start radio groups that will listen each Saturday to *The Baxters* and later discuss the broadcast.

4. Use the motion picture previews in the *National Parent-Teacher* as the basis for discussion in local P.T.A. meetings. Get in touch with the nearest film library and arrange for the showing and discussion of films on child behavior, homemaking, and so on.

**F**ACE to face with the responsibility for which she has been prepared by years of directed study, the teacher often fails at a crucial point—fails for want of a few hours spent in getting acquainted with a child's home folks and home surroundings. Surely the parent-teacher association can do much to forestall such experiences. At very least, it should highlight the problem by open discussion, as suggested in this article.

# SHOULD

## THE TEACHER VISIT HER PUPILS' HOMES?



© H. Armstrong Roberts

**A** SHORT time ago I had an opportunity to attend the meeting of a local parent-teacher association at which the superintendent of schools explained to the fathers and mothers a plan for parent-teacher interviews that was to be tried out in the near future. School was to be closed for one whole day, and on that day parents were to come to the school and be given the privilege of informal private conferences about the educational welfare of their children. The superintendent made no claim that the plan was something new in educational practice, but it was new to this school. Parents were much interested in the idea—especially since the current report card system had been found not wholly satisfactory—and a lively discussion ensued.

One father, who had once been a teacher himself, had this to say: "Superintendent Brown, I like the idea. I think both teachers and parents will gain much from such a conference, and I can't see how children can help being benefited by a more complete understanding of the problems that will be discussed. But what I want to know is when you are going the rest of the way? When are the teachers going to adopt the plan of visiting the

homes of their pupils? I know of several school systems in which the teachers are required to make such visits before the first report cards are sent home in the fall.

"It seems to me," he went on, "that if it is profitable for parents to hold a conference with teachers in the school atmosphere, one might reasonably expect equal and probably different gains to follow if the teacher were to visit the parents in the home atmosphere."

A mother near the front of the room arose quickly. "On first thought, Mr. Jones' idea seems a good one. I, too, like the idea of visiting school and holding a confidential conference with the teacher. But I'm not so sure about the teacher's visiting the home, and I'm going to give my reasons rather frankly.

"Personally I don't want the teacher coming to my home just any old time. I consider my home private, and I want visitors only when they are asked. My children *live* in my home, and there are many times when, as a housekeeper, I should be very much embarrassed by a visitor, especially a teacher. I don't want her to have to step over toys and clothing, which children *will* leave about



and which my duties as a homemaker make it impossible for me to keep picked up *all* the time. If the teacher would make an appointment with me, that would help a lot. But even then it might be difficult to find a time, and the teacher might feel I didn't want to see her at all if I couldn't see her when she found herself free to come."

Superintendent Brown, obviously feeling that the other side should be heard, asked if any of the teachers present would care to make any remarks. Miss Rowan, the kindergarten teacher, responded, remarking that she would willingly speak for herself but could not speak for all the teachers. "I, for one," she said, "will certainly welcome the chance to discuss school problems when the parents come to my room. I think I'll gain a lot that will help me in dealing with my pupils, and I hope the parents will profit from hearing about my problems. But I think there is a lot in what Mrs. Blade says. Some of us can visit the homes and make parents feel at ease, but others, because of differences in personality, just can't do it."

"Furthermore, most of us can't get away from our work until five o'clock, and at that time mothers are busy with the evening meal. Our visits would be inconvenient, to say the least. In addition, the children would be at home and it would be hard to arrange for a conference without their presence. I, too, feel that the home is private and that I should visit the home only on invitation. I might add that I enjoy very much visiting the homes of my pupils and am more than willing to accept invitations from the parents as often as I receive them." This last remark brought good-natured laughter, and one mother promptly said, "Miss Rowan, we shall be expecting you for dinner next Sunday."

### Spotlight on a Common Problem

THE foregoing true (though not verbatim) account of a P.T.A. discussion illustrates, above all, the fact that parents and teachers in the P.T.A. can and do discuss problems very fundamental to the educational welfare of children. It should be stated, in passing, that the scheduled conference day was very successfully carried out, to the satisfaction and profit of both parents and teachers. Superintendent Brown followed up the conferences with a questionnaire addressed to parents. An almost unanimous reply showed that they were

enthusiastic about the idea, although they were quite generally agreed that the conferences did not wholly eliminate the need for some type of report card.

The subject that captured the attention of this particular group is one to which educators have given much thought. They have long contended that the teacher, in order to develop the whole child, must be thoroughly familiar with the home environment of her pupils. After all, the child is under the direct influence of the school only a small percentage of his active day. It is therefore vastly important that school activities be so organized that his home experiences are supplemented and modified in the most helpful way possible. Teachers' visits to the pupils' homes have been advocated for many years as a means to this end. Teacher training courses emphasize the necessity for the teacher to understand home influences, and some rather elaborate techniques for teacher-parent interviews have been developed.

Most of us will agree with this theory. Whether teachers' visits to the home are the proper means of putting it into practice remains, however, a debatable question. We make no attempt here to suggest a "happy" solution to the problem but rather to point out, to both parents and teachers, some of the pertinent factors involved. Perhaps these factors may serve as a basis for discussion at parent-teacher meetings.

If such a discussion is to be fruitful, it must be founded on certain major premises concerning which there is general agreement; for instance, these accepted principles:

1. The public school is an organized institution of our democratic society for giving children and youth, more efficiently and economically than can be given by private enterprise, many of the developmental experiences that are necessary for complete living.
2. The school should supplement the home and its influences rather than replace it.
3. Public education should be concerned with the development of the whole child, not merely with training in the so-called fundamentals.
4. The teacher must understand the child as an individual and therefore must discover all those influences on his development that arise outside the school.
5. No two homes are exactly alike, and consequently no two children come to the school with the same out-of-school influences on their education.
6. The teacher must be familiar with the home influences acting upon each child and thus must know a good deal about that child's home and family life.
7. It is fundamental to the development of the child that both parent and teacher understand how each one is influencing a child's experiences.
8. Familiarity of the teacher with the home and of the parent with the school is a cooperative responsibility of parent and teacher, and each must assist the other to achieve such familiarity.

## The Search for a Solution

ON the basis of such premises the P.T.A. group can proceed to deal thoughtfully with the question set for consideration: *Should a teacher visit the homes of her pupils in order to secure the understanding of home influences that she must have if she is to provide experiences for developing the whole child?* An attempt to answer this question will show that a number of controversial issues are involved. It may be well to set down in interrogatory form some of the problems that a fresh and free parent-teacher discussion will almost surely bring to light. Certainly the following eight questions will challenge the best thinking of both parents and teachers.

1. Does the teacher's professional status carry with it an obligation to visit the homes of her pupils as one of her professional duties?
2. Do parents feel that in the performance of her professional duties the teacher should be required to visit their homes?
3. Can a visit to the home of a pupil give the teacher the necessary understanding and appreciation of home influences?
4. Should all teachers, regardless of personality differences, visit the homes of their pupils and thus develop a more cooperative relationship?
5. Is it probable that the diversity of economic and educational levels represented in the school may cause the teacher's visits to militate against, rather than contribute to, cooperation between home and school?
6. Should the parent, rather than the teacher, take the initiative in promoting the teacher's understanding of how the home influences the child?
7. Will parent-teacher conferences at the school accomplish the stated objective more acceptably than teachers' visits to the homes of their pupils?
8. What can the parent-teacher association do to equip the teacher with a better understanding of home influences?

The foregoing discussion has been prepared with the thought that local P.T.A.'s may, through open, frank discussion, bring parents and teachers into a better appreciation of some of the problems associated with the education of the whole child. The school belongs to the community, but in a special sense it belongs to the parents of the children who go there. Therefore they can hardly just turn over the entire matter of school education to the teacher. They carry a definite and special responsibility, that of helping the teachers to carry out successfully a job that must be done if a public school is to discharge its full responsibility in a democratic society.

## GOLDEN JUBILEE HONOR ROLL

### NATIONAL PARENT-TEACHER: THE P.T.A. MAGAZINE

HIGHER ever higher the subscriptions mount! Figures for the past twelve months are now available, and it is our privilege to announce an unprecedented record: Forty-nine state congresses have earned a place on the 1946-47 Golden Jubilee Honor Roll. Forty-nine state congresses, that is, have sent in more subscriptions this year than they did during 1945-46. State, council, and local magazine chairmen—and all the thousands of other loyal parent-teacher workers who have promoted *National Parent-Teacher: The P.T.A. Magazine*—may well feel their share of pride in this fine achievement.

The forty-nine honor roll state branches and their respective gains in subscriptions from April 1, 1946, through March 31, 1947, are:

Illinois.....	2549
California.....	2154
Alabama.....	1909
Iowa.....	1689
North Carolina.....	1661
Texas.....	1476
Tennessee.....	1369
New Jersey.....	1329
Georgia.....	1201
Indiana.....	1135
Pennsylvania.....	1080
Arkansas.....	1025
Missouri.....	921
Mississippi.....	831
Oregon.....	808
Wisconsin.....	797
New York.....	755
Washington.....	742
Massachusetts.....	691
Florida.....	666
Idaho.....	655
Nebraska.....	647
Louisiana.....	612
Connecticut.....	561
Utah.....	504
Michigan.....	489
Arizona.....	483
Kansas.....	387
Colorado.....	369
Oklahoma.....	347
South Dakota.....	342
Virginia.....	313
Rhode Island.....	292
Minnesota.....	227
West Virginia.....	226
Montana.....	222
North Dakota.....	211
Kentucky.....	178
Maryland.....	163
Nevada.....	152
Vermont.....	133
South Carolina.....	126
Hawaii.....	119
Maine.....	118
District of Columbia.....	109
Wyoming.....	90
New Hampshire.....	78
New Mexico.....	30
Ohio.....	17



# Sunday Gander and Sapsago Cheese

LAURA BENÉT

LITTLE LIZZIE was going for her Sunday visit to Great-grandmother Irwin's. At eighty-eight, Great-grandmother was a notable and somewhat awesome figure in the family. But Lizzie got on with her famously and usually knew her Bible lesson—the pretended reason for the weekly call. Lizzie loved the stately figure propped up in the four-poster bed, majestic in her Sunday lace cap.

Almost as much, though, did Lizzie love an object seen only on that one afternoon a week. This was Grandmother Irwin's silver teapot. It was a small, squat, curved affair with a wooden handle, and it held precisely two cups of tea, a special tea brewed by Margaret, Great-grandmother's Scotch-Irish maid, and set on the warm hearth upon a trivet, to draw. Next to the trivet sat a toast rack to hold the slices of home-made bread that Margaret, kneeling in her spotless print and crisp apron, toasted to a golden brown before the fire.

When the tea table was covered with a fine linen cloth, drawn up beside the old lady, and duly spread, Lizzie hardly knew which she doted on most, her cambric tea made strong with two big lumps of sugar or the strawberry preserve made from small, wild strawberries. Yet, oh, if Great-grandmother just once would let her taste her sapsago cheese—a hard Swiss cheese, greenish in color! Lizzie had given up that fond hope, however. Sapsago cheese was not offered to little girls of five.

A SUNDAY EDEN of delight, this visit: a reward of merit. Lizzie's eyes danced as her mother dressed her in clean white socks, ankle-strapped shoes, and starched petticoats with lace edging. Her white Sunday frock was protected by a pinafore.

Then she set forth for her Eden. Sometimes Brother Will took her by the hand; sometimes in bad weather Margaret ran across the road to fetch her. But today all the grownups were busy, and she was to cross the road alone. She felt very dignified and important. It was five o'clock on a blowy day in late September; dusk was coming fast. Heavy rain had fallen the night before, and the dirt road between the two homes was full of puddles. By nature dainty and careful, Lizzie passed through her own front door, down the front steps and into the road, a clean handkerchief clutched tightly in her hand. The outskirts of Pittsburgh in that year of 1857 spelled pure country. Unless some chance visitor drove up in gig or surrey, nothing crossed the road but livestock.

All seemed quiet today, and Lizzie had gone forward some yards safely and triumphantly when the gander hove in sight! Not the fluffy goslings she loved and often petted; not the mother goose who marshaled them about; but the lordly father goose in all his menacing, heart-stopping grandeur.

Lizzie's short legs pelted rapidly. Without looking around she knew that the gander was surely catching up with her, striding nearer and nearer. Only a strip of the distance to Great-grandmother's door was left when she felt a sharp nip on her chubby bare leg. Oh, how it stung! She turned screaming and beat at the rude bird with her

fists. He retreated a step, then made another sally and nipped the other tempting pink calf. Running, crying large tears as she ran, she gained the coveted doorsill of Grandmother Irwin's house. She hung on the bell pull like Bessie on the rope in "Curfew Shall Not Ring Tonight." But the gander was now thrusting his red bill into her sensitive palm, hungrily hoping for crumbs. Her shrieks were waking echoes when Irish Margaret opened the door.

"Child, dear, what's the bur-rd about? Th' varmint! Bad cess to him and his gizzard. G'long wid ye! Shoo! Poor darlint, come to the misthress. Thirst is the end of drinkin', and sorrow is the end of love."

And lifting the once independent and high-spirited traveler in her arms, Margaret bore her to that sacred first-floor bedroom where all was order, peace, and state. Great-grandmother, whose nose was prominent, whose forehead was high, greeted her guest cordially enough. But when told about the gander, she remarked coolly, "Lizzie is too big a girl to cry so."

MARGARET smoothed down the rumpled dress and pinafore, crooning over her charge the while. Lizzie remembered to drop a curtsy, wiped her tears with her mud-bespattered handkerchief, and was soon seated on a stool beside the bed, hands folded—though she cast many a longing glance at the tiny teapot on the hearth.

As usual Great-grandmother began to ask her various questions about the Bible. Though these questions were different each week, Lizzie's answers were nearly always letter-perfect, even if she did recite them in a faltering voice. When the routine was gone through satisfactorily, Great-grandmother inclined her cap toward the maid.

"Margaret."

"Yes ma'am," answered Margaret meekly, rosy with toasting bread at the fire.

"What have you for tea? The usual?"

"Toast and tea, Mrs. Irwin, and raisin muffins and th' strawberry preserve and th' cheese."

"Cut a bit of the cheese for Miss Lizzie's tea tonight. I think she will enjoy it. She has had a bad fright."

"Yes ma'am." Even Margaret's eyes opened wide.

SMALL Lizzie could not believe her ears. The long-wished-for boon was granted! A reprieved cherub who had not yet been swept down the path of destruction, she nibbled her crisp toast covered with luscious jam, took blissful sips of cambric tea (made rich with cream) from that pet of a teapot, bit with rapture into her greenish slice of blessed sapsago cheese.

When tea was over, she resolved to herself, she would sing Great-grandmother the little song her nurse had taught her about a robin. That is, if her dignified ancestor thought a song about a bird suitable to the Sabbath. As for that other lawless bird, the gander, he would be punished, she felt sure. He would be roasted on a spit in some forgotten limbo for little imps' supper, while she, Lizzie, sat here in the highest seat of paradise!



## Washington School Lands Saved for the Children

**T**REES—forests of trees valued in terms of millions of dollars—were recently the center of a dramatic legislation campaign led by the Washington Congress of Parents and Teachers. At the time of its admission into the Union, Washington, like many another state, received certain land grants from the Federal government. This endowment—one eighteenth of all the land in the state—could be either sold or leased, the proceeds comprising a permanent school fund.

In some other states such school lands were sold at unbelievably low prices or passed into private hands through political favoritism or outright fraud. Although Washington State did not entirely escape this sort of loot and pillage, there were many conscientious state officials who husbanded the children's heritage and kept Washington's school lands among the richest in the nation. The mineral wealth of the lands is not accurately known, but the forests are evaluated at about a hundred million dollars.

Since 1889 this property has been under varied types of control—some nonpartisan, others political. In recent years, however, a double-appraisal system had been in operation. The school lands, with their valuable timber, were well supervised by elective state officials, a state land commissioner, and a group known as the land board, which included a state superintendent of schools.

Then in 1945, under the guise of a reforestation project, a bill was passed by the state legislature during the very last days of the biennial session. It transferred the control of state timber sales from the state school land commission to a timber resources board under political control. Worse yet, the measure carried an emergency clause that would put the plan into effect immediately and prevent a referendum by the people.

### Curtain Rises on Act One

**W**HEN the full import of this legislation became clear to all thoughtful Washington citizens, there was wide consternation. Then began the drama that held the state in suspense for almost two years. Realizing the danger to the children's birthright if this vast wealth were to come under partisan control, the president of the Washington Congress, Mrs. Morris D. Kennedy, sought assistance and advice from Washington's well-known state superintendent of public instruction (now president of the N.E.A.), Mrs. Pearl A. Wanamaker. Together they decided that action must be taken to safeguard the school lands.

The first step was to contest the emergency clause. Taking the question to the state supreme court, these champions of education emerged victorious. The court declared that no emergency existed and that the people of Washington, on petition, might vote for or against the timber resources bill.

The following weeks were busy ones—and anxious ones, too—for the bill would automatically become a law by midsummer unless a referendum was assured. With consummate skill, the P.T.A.'s of the state were geared for action under the





leadership of a committee, headed by Mrs. William S. Lindberg, treasurer of the Washington state branch. Petitions were circulated so effectively that before the time limit expired, 73,000 signatures were on record at the state capital, though only 30,000 were required.

All this, however, proved to be only a prologue to the real drama. More than a year was to elapse before the balloting would take place. Powerful interests were backing the passage of the bill, now known as Referendum 27. Nevertheless parent-teacher members worked on, undaunted in their efforts to defeat the measure.

### The Plot Quickens

LETTERS were written, leaflets were printed and distributed, meetings were scheduled, and personal calls were made. Radio time was obtained, and display advertisements made their appearance. Throughout the state, speakers' bureaus and radio committees were organized—groups of men and women ready at a moment's notice to accept speaking engagements. Notable among them was the speakers' team composed of the principals of the Seattle Public Schools, under the direction of Lester L. Reeves.

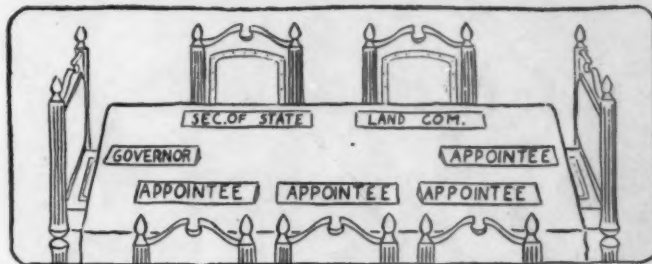
Needless to say, the *Washington Parent-Teacher* and the *Washington Education Journal* carried numerous articles to keep their readers informed on the progress of the campaign. As the months passed, the press came out wholeheartedly in favor of the P.T.A.'s stand opposing Referendum 27. Editors argued staunchly against enactment of the measure, and as candidates entered the November 1946 election race, the forestry bill became a major political issue.

### Suspense, Action, Climax

FROM the beginning, several state organizations also stood along with the Washington Congress, among them the Washington State School Directors Association and the County Superintendent's Association of Washington. As election time approached, the state Grange and the state branch of the American Federation of Labor likewise declared their allegiance to the children's cause. The climax came when one of the two national political parties adopted opposition to the bill as a plank in its state platform!

In the last weeks before the election, the slogan "Save the Forests" was heard on every hand. The clerk in the drugstore, the barber in the neighborhood shop, the butcher behind his meat counter—all the ordinary people who make a great democracy extraordinary—were talking about the fate of the school lands. P.T.A. members made house-

## The New Forest Resources Board



Around this table, under the Timber Resources Board act (Referendum No. 27), the sales of Washington's school timber—a fortune equal to the capital and surplus of all Washington banks—would be authorized. And five of the seven seats around this table would be occupied by the governor (any governor) and political appointees. Only two besides the governor would be elected by the people and responsible to them. The risk is too great! It is too much concentration of power.

—Reprint *Washington Education Journal*.

### VOTE NO ON REFERENDUM NO. 27

to-house calls; telephones rang incessantly; and no social gathering convened without some spirited discussion of the bill. And never in the history of the Washington Congress had its members been so closely knit together.

The final outcome of the 1946 election was an overwhelming victory. Referendum 27 went down to ignominious defeat, and the school lands were kept under nonpartisan control.

There were important byproducts, too. The voice of the P.T.A., making itself heard on this issue, now commands greater attention on other matters as well. Additional legislation for the benefit of children and their schools has already been passed, and in the strength of parent-teacher unity will come new accomplishments for the future.

—LILLA C. NORMAN

## Aloha to Our Founders

FOUNDERS DAY in Hawaii takes on a truly international tone, for within the membership of Hawaiian P.T.A.'s are to be found parents and teachers from nearly every race comprising the population of the Islands—Hawaiian, Japanese, Filipino, Chinese, Portuguese, Puerto Rican, Spanish, Korean, Negro, and White. In addition, there are the many mixed cultures that make Hawaii, perhaps even more than the mainland of America, a veritable melting pot of the world. And, as William Allen White once wrote, "Hawaii is the only



School children and parent-teacher members join in observing Founders Day at Kaloaloe Elementary School P.T.A., Honolulu. The singers in the foreground are Mrs. Hannah Lim, Mrs. Helen People, Mrs. Lillian Ling, and Mrs. Mary Allen.

place in America where the things that cannot happen do."

The Golden Jubilee anniversary of the National Congress of Parents and Teachers in February of this year was celebrated by Hawaii's local units with the sincerity and enthusiasm shared by associations throughout the forty-eight states on the mainland.

Kapalama P.T.A. sponsored a radio broadcast. Puuhale and Waiialua paid tribute to the Founders at special evening ceremonies. The Kalihiwaena association presented the Founders Day pageant "February's Immortals," with music by the local Mothersingers. And as part of the birthday observance at Kaloaloe Elementary School, a group of sixth-grade pupils took part in an anniversary acrostic.

Here in Hawaii barriers of race and religion do not exist. Everyone is too busy putting the highest American ideals of democracy to work!

—ELIZABETH C. ST. JOHN

## Where All May See

SHOPPERS, businessmen, visitors from out of town—in fact, most of the men, women, and children of Sheboygan, Wisconsin, had a chance to learn of the National Congress' fiftieth birthday last February. The Sheboygan Council of Parent-Teacher Associations felt that this was one occasion that should be given fitting attention not only by the thirteen hundred P.T.A. members in this small city but by all other citizens as well.

Accordingly Council leaders approached the officials of a prominent department store and pro-

posed a novel idea. Cooperation was readily obtained, and as the Congress' birthday drew near, the residents of Sheboygan saw a most unusual display in one of the store's show windows, dramatizing the objectives of the parent-teacher movement. The design for the display, suggested by Frederick Muhs, art supervisor of the Sheboygan Public Schools, was carried out by George Brill and members of the department store staff. Simple but extremely effective, it told in a very graphic fashion the story of home-school cooperation and what it means to the child.

Against a backdrop of a blackboard that suggests a classroom atmosphere, a father confers with a teacher about his child. To one side the mother is directing her daughter into the classroom. The whole grouping symbolizes the constructive relationship that should exist between home and school. Since its founding in 1897 the National Congress has consistently sought to foster an understanding on the part of parents and teachers—to promote unified endeavor on behalf of children and youth. The blackboard in the window display strikingly presents this purpose.

The Sheboygan Council also honored the Golden Jubilee of the organization with a special radio broadcast in the form of a round-table discussion between a mother, a father, and a teacher. All three roles were played by P.T.A. members. They spoke, in an informal, conversational way, of the national Founders, the growth of the National Congress, Sheboygan's earliest parent-teacher work and workers, and the purpose and objectives of the P.T.A. today.

—LEILA NICLA



The window display in a Sheboygan department store that commemorated the fiftieth anniversary of the National Congress.



# Poetry Lane



## Poet

The poet is the one who leans  
Ahead of time and hot machines,  
Ahead of people on his street  
Into people on azure feet,  
Not yet born, who shall possess  
This earthstead yet in gentleness.

He is the angular man bent towards  
Compassionate and emerald swords,  
Which will be oaks when he is plain  
Brown and urgent earth again;  
He leans to April's next young foxes,  
The pearls in violets' seed-boxes.

Poets make poems on ahead;  
Their minds roll out of them and spread  
Roads the merciful men will walk.  
Out of wingless words and talk  
They make the gospel and the hymn  
For those who live where eagles swim.

Poets call crying poems out  
Of quiet people, shout on shout;  
Poets are men of iron will;  
They will not rest, will not be still  
Till many around them they shall see  
Being the poems men should be.

—ROBERT P. TRISTRAM COFFIN

## Eve and the Unicorn

They walked,  
The world's two loveliest creatures, unafraid,  
Down the long garden, and the shadows swayed.  
Treetops were heavy with birds. And lizards crept  
About the marsh. The cat and Adam slept.  
The dog kept watch. The lark spoke out its mind.  
The bees told other bees of flowers to find.  
Eve said: "O Unicorn, how could there be  
An added thing to make this more complete?  
The grass—how could God add a gift as sweet?  
Do we lack anything? Could there be yet  
A better thing here where our flowers draw breath?"  
The Unicorn looked on her with mild eyes,  
And said: "There could be Death."

—MARY CAROLYN DAVIES

## Grass Isn't Greener

My father was a janitor  
Who'd rather have been a senator.  
He blamed his lowly occupation  
On a lack of formal education.

"Schooling," he frequently stormed, "is the key.  
Don't end up, my boy, like me."

And so I went to Teachers College,  
Acquiring in my quest for knowledge  
An A.B. and an M.A.—unlike my papa—  
And a key stamped "Phi Beta Kappa."

Now I'm an instructor, inciting  
Youth to more accurate reciting.  
I've made the goal for which Father thundered—  
But how I envy our janitor's twenty-eight hundred!

—E. F. CARR

## The Brief Reign

Regally, he sits there  
Paper crown upon his brow.  
His pencil is his scepter,  
And he waves it slowly now.

His subjects, who all love him,  
Cheer him loud and long;  
And a choir, hidden somewhere,  
Breaks into a song.

He settles all the problems  
Of his ever loving fold.  
He gives to those who need it,  
His sympathy and gold.

Softly I call him, softly,  
So as not to break the spell.  
The news that I must give him  
Is, oh, so hard to tell!

He can't be king any longer,  
For it's against the rule.  
It's five after nine in the morning,  
I'm the Teacher; he's in school!

—EILEEN B. NORRIS

## The Tide Has Ebbed

The tiny creatures of the pools  
Have tunneled to hidden coolness;  
For where they pulsed and flashed  
Is now a salty crust of desolation  
Under a fading sun.  
Only the snails still cling to the baked rocks  
And wait, with limpet numbness,  
For the cool savor of the waves  
To come again.

—GLADYS EDGERTON



**YOU AND THE UNITED NATIONS.** By *Lois Fisher*. Chicago: Children's Press, 1947. 60 cents.

**W**HEN a writer knows her subject well enough to make it plain to a ten-year-old child, the chances are that many an adult will be tempted to eavesdrop, especially if the writer is also an artist who is telling children about world peace and the United Nations.

Lois Fisher tells them not with solemn facts and weighty statistics but with gay, sharp drawings and few words. Under her sure strokes the working parts of the United Nations—General Assembly, Security Council, International Court of Justice, Secretariat, councils and commissions—come alive as the necessary departments of a going concern whose business is the construction of a common peace.

In a brief twenty pages the writer-illustrator calls attention to a number of facts that all of us sometimes find it easy to forget. Such things as how the American colonies used to quarrel—but at last got together. How people used to be able to live behind national fences—before airplanes flew around the world. How ants, like men, war among themselves—but ants never learn. The lively figures who act out Miss Fisher's ideas look so friendly and familiar, even those wearing sombreros or riding elephants, that it gets increasingly hard to imagine why they should ever fight each other.

The jacket says "ages ten and up," and quite accurately. This delightful picture book will be relished by young and old. And young and old should take to heart its parting admonition: "The peace and security of the world depend on how you think, what you say, and how you act."

**BRINGING UP CHILDREN.** By *Dorothy Metcalf*. New York: Pilot Press, 1947. \$2.00.

**S**OMETIMES the parents of young children, especially the conscientious parents, need self-confidence quite as much as they need a knowledge of up-to-the-minute techniques in child rearing. Heartening indeed, therefore, is Dorothy Metcalf's reminder that the right *feeling* toward children is no less important than a fund of information.

The author believes that the best principle for any parent to follow is a simple one: to treat children as adults who happen to be in the process of growing up—which is just what they are. She applies this theme to the infant, the two-year-old, and the young child up to the age of five. She gives plain, common-sense suggestions for meeting with poise the small but worrisome incidents that occur in any normal home. But most of all she writes of parents and how they can acquire—through self-knowledge and self-control—that tolerant understanding which makes for a happy household and well-adjusted lives.

To mothers and fathers of young children this sane British author brings not only a surprisingly large stock of usable facts but also generous reassurance.

**THE PEOPLE LOOK AT RADIO.** By *Paul F. Lazarsfeld* and *Harry Field*. Chapel Hill: University of North Carolina Press, 1946. \$2.50.

**T**HIS highly interesting analysis of the radio industry began when the National Association of Broadcasters decided to find out from the American people just what the strengths and weaknesses of radio really are. The National Opinion Research Center of the University of Denver was asked to conduct a nation-wide poll, which was then studied exhaustively by Columbia University's Bureau of Applied Research.

The result is an illuminating picture of public opinion—our opinion—regarding one of the most important and influential services in America. The statistics show that when *The People Look at Radio* they like it and wish it well. However, the book does not stop with congratulations. It looks toward a constructive program for the future in which radio, lest it be outgrown, must become a strong and abiding social force. And the authors call attention to the small minority of radio's critics whose very dissatisfactions can point the way to improvement and progress.

A well-informed radio chairman, in fact any well-informed citizen, will find this an absorbing and thought-provoking book.

**MARRIAGES ARE NOT MADE IN HEAVEN.** By *Janet Fowler Nelson* in collaboration with *Margaret Hiller*. New York: The Woman's Press, 1947 (revised). \$1.75.

**E**VEN if marriages are not really made in heaven, they can be happy enough to please the angels. The secret, we are told in this straightforward little book, lies in basic attitudes—toward family life and toward human beings in general. Marriage, say the authors, is not just a job of work undertaken by two people; it is a way of life. By all means know the biological facts of sex (and the book explains them), but recognize also that although sex contributes to a successful marriage it cannot of itself create one.

The writers clarify many subjects that are often shrouded in mystery and hence troubling to young people. They even tackle that less mysterious but common source of friction between married couples—money. And here again attitude is the key factor, not income.

Wise and readable advice lies between the covers of this volume—advice for men and women considering marriage and for their parents and friends as well. Study groups will find it a useful springboard for discussion.



# Politics and the Child

KURT V. HOFFMAN

THE little child is a parrot. He copycats his parents' peculiarities of speech and repeats snatches of conversation as his own. I once knew a golden-haired, sweet little girl of six, daughter of a Seattle sea captain, who could swear as fluently and picturesquely as her father did. She had no mother to correct her and had spent all her preschool years afloat. It was rather horrible to listen to the phrases of fulsome profanity issuing from her innocent lips.

I cite this case merely to illustrate the fact that speech habits, like other habits, are formed early in life. As with vocabulary so it is with politics, although the political background of children is something parents hardly ever think about. Yet it is important, very important, if children are to become intelligent, thoughtful, discriminating citizens.

True, the schoolteacher supervises the child's conventional education in the classroom. But parents are his teachers in the home. They have it in their power to mold the future political thinking of the child. If they belittle their own form of government; if they are forever picking flaws in the government of their country; if they persist in discussing what may be called the negative side of the democratic process, without giving due credit to the public-spirited contribution of able and honest officeholders and public servants—then the chances are they will undermine forever the child's faith in democracy.

## First Facts About Freedom

I WAS very fortunate in this respect. My father would discuss the pros and cons of political issues with me at the dinner table as seriously as though I were a grownup with the power to vote. I must confess that I was often bored. Sitting still and listening to mature conversation of that kind, when the voices of my playmates echoed through the street, was often tedious. Yet to this day I am grateful to my father for having planted the seeds of what may be called the attitude of impartial judgment.

Freedom was one of his favorite subjects. I remember his telling me that Hyde Park in London, where he lived during his boyhood years, was a free rostrum for the discussion of every "ism" in the world and that the bobbies would look on, bored and often amused, while some spell-binding fire-eater held forth against the ruling classes.

Early in life my father inculcated in my mind the conviction that free, unhampered discussion of any subject was the basis of political freedom, that one must always make sure to hear both sides of any question before approving or condemning. He also told me that altogether too many people vote for or against a man because of his party label. This label, he said, often had no significance whatever. Southern Democrats and Northern Republicans could be really very much alike. He explained the lack of common interests in local and national political platforms by the fact that local political organizations were merely nuclei or cells used by the major political parties during national elections.

It was his teaching that enabled me to follow the political news in the daily press and to read between the lines

at a much earlier age than most boys of my generation. He taught me what now appears to me a fundamental requirement of the intelligent voter: to look upon all issues with an open mind, never to be swept away by oratory or appeal to prejudice—religious, racial, or otherwise.

## The Ingredients of Independence

EVEN in my college days I received no better grounding in the rudiments of citizenship. Moreover, my early training stood me in good stead when I became successively a newspaper reporter, editorial writer, and editor. It enabled me to see clearly where many others saw as through a glass darkly. During my years of editorial writing I have frequently taken opposite sides at different times. I have opposed terrorism by labor unions, and I have opposed blind, reactionary attitudes on the part of employers.

I have been called "the mouthpiece of capitalism" and "that radical labor editor." I have been called a renegade by politicians who were unable to win my editorial support in designs that seemed to me conspiracies against the public welfare. Sometimes my point of view was sharply at variance with that of the publishers, but be it said to the credit of those men that they rarely turned thumbs down on my editorials.

The point I am trying to make is this: Without that first home training I would not have been able to maintain the impartial—or let us say the judicial—attitude required of every American. Whether he writes editorials or not, that attitude he must have if he is to cast his ballot for or against those who have it within their power to make or break the form of government that, with all its flaws, has proved to be best adapted to our people.

Now America has embarked on a political future of global scope. Never in all history has the youth of any nation had greater need of being properly grounded in facts and theories of world-wide importance. Everywhere public forums are being held on the subject of world government—a tremendous, earth-shaking prospect. It is appalling to think how unprepared we are for what now seems to be the only way out of the labyrinth of international chaos in this atomic age.

## The Need for New-World Politics

TO judge this and other issues on the basis of prejudice, of ignorance and selfishness, would be disastrous. The rising generation will face a political responsibility that by comparison makes our own past in national politics seem as simple as a New England town meeting.

The political grounding that our children will receive in their own homes, the degree of intelligence with which they will be able to decide on manifold and tremendous issues will to a large extent determine the future of the world as a whole. We parents will be delinquent in our job as home teachers if we fail to recognize this fact. It is up to us to plant the seed of the judicial attitude, the impersonal fairness, the voter's statesmanship if you will, that will shape the history of the years to come.

# Motion Picture PREVIEW



**P**ARENTS, teachers, and theater managers have long been in favor of a plan whereby prints of films now out of circulation but suitable for children might be reissued for special showings. In response to urgent requests, the Motion Picture Association last fall established a Children's Film Library of such reprints. Through the cooperation of ten producing companies, local theater managers have been able to obtain these films for showing at children's Saturday matinees.

In announcing the establishment of the Children's Film Library, Eric Johnston, president of the Motion Picture Association, had this to say:

The Children's Film Library now makes available for Saturday showings some of the ageless juvenile stories by Mark Twain, Lewis Carroll, Rudyard Kipling, Alice Hegan Rice, Kate Douglas Wiggin, Charlotte Brontë, and others. A whole generation of children has reached school age since these pictures were produced. A motion picture film, unlike a book, isn't always available on a shelf. . . .

In undertaking this project, the industry is proud to have a part in introducing to younger audiences some of the plays which other children have enjoyed during the past two decades. Many theater operators have made their theaters the Saturday morning headquarters for children in their communities.

If the parents will encourage the screening of these pictures at Saturday shows, their children, I believe, will be enriched in literature, adventure, fantasy, and fun.

**T**HE following twenty-eight titles were on the original film library list. At the time of its release each of these pictures had been approved by one or more national preview committees as suitable for children between the ages of eight and twelve.

## Columbia

*Blondie Brings Up Baby*  
*Five Little Peppers and How They Grew*  
*Five Little Peppers in Trouble*

## Metro-Goldwyn-Mayer

*Adventures of Huckleberry Finn*  
*The Human Comedy*  
*Young Tom Edison*

## Monogram

*The Barefoot Boy*  
*The Hoosier Schoolboy*

## Paramount

*Alice in Wonderland*  
*Little Miss Marker*  
*Mrs. Wiggs of the Cabbage Patch*

## Republic

*Sis Hopkins*  
*Young Buffalo Bill*

## RKO-Radio

*Anne of Green Gables*  
*Anne of Windy Poplars*  
*Two Thoroughbreds*

## 20th Century-Fox

*Jane Eyre*  
*The Poor Little Rich Girl*  
*Rebecca of Sunnybrook Farm*

## United Artists

*Three's a Family*  
*Knickerbocker Holiday*  
*Song of the Open Road*

## Universal

*The Mighty Treve*  
*Sandy Gets Her Man*  
*The Underpup*

## Warner Brothers

*Green Pastures*  
*A Midsummer Night's Dream*  
*The Prince and the Pauper*

Test showings in theaters proved that some of the original collection did not contain the high entertainment quality expected for children between the ages of eight and twelve. Those that proved disappointing will not be kept permanently in the library; meanwhile the following additions have been made: *Biscuit-Eater*; *Boys' Town*; *David Copperfield*; *Henry Aldrich, Boy Scout*; *Knute Rockne, All-American*; *Little Old New York*; *Sequoia*; *The Story of Alexander Graham Bell*; *Union Pacific*; and *Young Mr. Lincoln*.

**T**HE Children's Film Library Committee has also evaluated many of the current releases. The following recent motion pictures have been recommended for children's programs:

*Anna and the King of Siam*  
*Bad Bascomb*  
*Bandit of Sherwood Forest*  
*The Bells of St. Mary's*  
*Black Beauty*  
*Boys' Ranch*  
*Courage of Lassie*  
*Fantasia*  
*The Farmer's Daughter*  
*Going My Way*  
*The Green Years*  
*The Jolson Story*  
*The Kid from Brooklyn*  
*Lassie Come Home*  
*Little Miss Big*  
*Make Mine Music*  
*Margie*  
*Music for Millions*  
*My Brother Talks to Horses*

*My Friend Flicka*  
*My Pal Trigger*  
*National Velvet*  
*O.S.S.*  
*The Overlanders*  
*Pinocchio*  
*Sinbad the Sailor*  
*Smoky*  
*So Goes My Love*  
*Song of Scheherazade*  
*Song of the South*  
*State Fair*  
*Swiss Family Robinson*  
*Three Little Girls in Blue*  
*Thunderhead*  
*The Time of Their Lives*  
*Treasure Island*  
*Wizard of Oz*  
*The Yearling*

Another group of current films have been judged acceptable for children's programs but will not be retained permanently in the film library. They are:

<i>Cloak and Dagger</i>	<i>Man from Rainbow Valley</i>
<i>Desert Horseman</i>	<i>Personality Kid</i>
<i>Fighting Frontiersman</i>	<i>The Return of Monte Cristo</i>
<i>Gallant Journey</i>	<i>The Return of Rusty</i>
<i>Galloping Thunder</i>	<i>Roaring Rangers</i>
<i>Gentleman Joe Palooka</i>	<i>Roll On, Texas Moon</i>
<i>Ginger</i>	<i>Twilight on the Rio Grande</i>
<i>Haunted Mine</i>	<i>Two-Fisted Stranger</i>
<i>Holiday in Mexico</i>	<i>Two Sisters from Boston</i>
<i>Home in Oklahoma</i>	<i>Under Nevada Skies</i>
<i>It Shouldn't Happen to a Dog</i>	<i>Wake Up and Dream</i>

Parent-teacher associations or councils interested in planning and sponsoring children's matinees should form a working committee that will cooperate closely with the local theater manager in setting up the program and in eliciting full support from parents and children alike.

—RUTH B. HEDGES



PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,  
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA  
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON  
PARVIS, REPORT CHAIRMAN

## JUNIOR MATINEE

(From 8 to 14 years)

**Blaze of Noon**—Paramount. Direction, John Farrow. This drama of airplanes in the early days of aviation is enlivened by a refreshing love element and some real humor. The usual stunt flying and the inevitable tragedy are well portrayed by a good cast. Cast: Anne Baxter, William Holden, Sonny Tufts, William Bendix, Sterling Hayden, Howard Da Silva.

Adults	14-18	8-14
Entertaining	Entertaining	Exciting

**Buck Privates Come Home**—Universal. Direction, Charles Barton. Abbott and Costello star in an amusing comedy with much exciting action. The supporting cast is good, production is adequate, and the picture is fun for those who enjoy this type of entertainment. The story tells of two buck privates returning home on a troop ship and of their efforts to smuggle a little French orphan into New York. Cast: Bud Abbott, Lou Costello, Tom Brown, Joan Fulton.

Adults	14-18	8-14
Probably amusing	Amusing	Amusing

**Carnival in Costa Rica**—20th Century-Fox. Direction, Gregory Ratoff. Color, romance, comedy, and plenty of Latin flavor distinguish this excellently photographed musical. Dances and costumes typical of Costa Rica are depicted by an able cast. Mimi Aguglia, Sicilian actress who toured this country in a repertory of tragedies by writers of her native land, is one of the players. Cast: Dick Haymes, Vera-Ellen, Cesar Romero, Celeste Holm, Mimi Aguglia.

Adults	14-18	8-14
Delightful	Delightful	Good

**The Fabulous Dorseys**—Rogers-United Artists. Direction, Alfred E. Green. This simply told story of the two Dorsey brothers and their rise to fame is highlighted by delightful family scenes. The restrained acting seems effortless, and the music is most pleasurable. Cast: Tommy Dorsey, Jimmy Dorsey, Janet Blair, Paul Whiteman.

Adults	14-18	8-14
Entertaining	Entertaining	Entertaining

**It Happened in Brooklyn**—Metro-Goldwyn-Mayer. Direction, Richard Whorf. This is a delightful little musical with piano music and singing woven into an entertaining, refreshing story of a G.I., his English friends overseas, and the girl nurse from home. Cast: Frank Sinatra, Kathryn Grayson, Peter Lawford, Jimmy Durante.

Adults	14-18	8-14
Good	Good	Good

## FAMILY

(Suitable for children if accompanied by adults)

**The Adventuress**—Eagle-Lion. Direction, Frank Launder. The principal characters are well portrayed, and the Irish background is interesting in this melodrama of Irish treachery toward the British during World War II. It is, however, confused and badly assembled. The opening sequences promise thrills that are not realized. Nevertheless the picture is lightly entertaining and includes some amusing comedy based on the age-old conflict between the two countries. Cast: Deborah Kerr, Trevor Howard, Raymond Huntley, Michael Howard.

Adults	14-18	8-14
Diverting	Diverting	No

**The Angel and the Badman**—Republic. Direction, James Grant. This is an unusually interesting western on the theme that evil cannot triumph if it comes face to face with good. Its characters are the typical bad men of the Old West and a Quaker family that proves too much for them. The constructive religious overtone is marred by some scenes in very bad taste. Cast: John Wayne, Gail Russell, Harry Carey, Bruce Cabot, Irene Rich.

Adults	14-18	8-14
Good	Good	Mature

**High Barbaree**—Metro-Goldwyn-Mayer. Direction, Jack Conway. In this dramatic story of love and war a young officer whose plane has been shot down at sea reviews his life story while slowly perishing from exposure. The members of the well-chosen cast are sincere and natural, the music adds to the suspense, and the direction is smooth and efficient. The idealistic theme emphasizes the influence of childhood faith and aspirations upon one's later life. Cast: Van Johnson, June Allyson, Thomas Mitchell, Marilyn Maxwell.

Adults	14-18	8-14
Excellent	Yes	Mature

**High Conquest**—Monogram. Direction, Irving Allen. Mountain climbers and their urge to conquer the great high peaks of the world make this a suspense-filled story. The background is Switzerland, and the outdoor photography is beautiful. Cast, direction, and story are satisfactory, but the settings and music provide the outstanding features. The love affair is secondary and unconvincing. Cast: Anna Lee, Warren Douglas, Gilbert Roland, John Qualen.

Adults	14-18	8-14
Good	Entertaining	Too tense

**The Imperfect Lady**—Paramount. Direction, Lewis Allen. Although this slow-moving melodrama lacks originality it is marked by charming costuming, interesting settings, and some good characterizations—notably that by Virginia Field. Cast: Ray Milland, Teresa Wright, Sir Cedric Hardwicke, Virginia Field.

Adults	14-18	8-14
Fair	Fair	No



Kathryn Grayson introduces Frank Sinatra to Jimmy Durante in a scene from *It Happened in Brooklyn*.

**Seven Were Saved**—Paramount. Direction, William Pine. The work of the Air-Sea Rescue Services during the war is dramatized in this vivid documentary film. A well-written story builds drama around the emotional reactions of seven people adrift in a lifeboat, but the technical skill that culminates in their rescue is not given the emphasis it deserves. Cast: Richard Denning, Catherine Craig, Russell Hayden, Ann Doran.

Adults	14-18	8-14
Good	Good	Tense

## ADULT

**The Arnaldo Affair**—Metro-Goldwyn-Mayer. Direction, Arch Oboler. This murder-mystery melodrama is well cast and naturally and convincingly acted. It sustains interest even though the plot is the much used one of a neglectful husband and an indiscreet wife who is looking for a bit of diversion. The photography is of the usual excellence, the direction capable, and suitable music enhances the mood. Cast: John Hodiak, George Murphy, Frances Gifford, Dean Stockwell.

Adults	14-18	8-14
Good of the type	Mature	No

**Big Town**—Paramount. Direction, William Thomas. The conflict in this mediocre melodrama of yellow journalism is built around the efforts of an editor to use the power of the press for



A scene from *Blaze of Noon*, with Sterling Hayden, Anne Baxter, Sonny Tufts, William Bendix, and Howard Da Silva.

good instead of for sensationalism. Drinking scenes and a realistic suicide make the film unsuitable for children. Cast: Philip Reed, Hillary Brooke, Robert Lowery, Veda Ann Borg.  
**Adults** 14-18 8-14  
**Mediocre** No No

**The Devil Thumbs a Ride**—RKO. Direction, Felix Feist. The only possible justification for this sordid story of crime and brutality is that it may warn its audiences against picking up or riding with strangers. There are no admirable characters, the acting is mediocre, and the closing scene of heedless driving is especially objectionable. Cast: Lawrence Tierney, Ted North, Nan Leslie, Betty Lawford.  
**Adults** 14-18 8-14  
**Poor** No No

**Lost Honeymoon**—Eagle-Lion. Direction, Leigh Jason. An unethical farce-comedy with a good cast but with inferior story material. Drinking scenes and innuendo make the picture unfit for children. The story, based on amnesia, concerns an English girl who assumes the identity of a dead war bride deserted by her husband. The girl takes the motherless twins of the dead woman to America in search of their father. Cast: Franchot Tone, Ann Richards, Tom Conway, Frances Rafferty.  
**Adults** 14-18 8-14  
**Poor** No No

**Love and Learn**—Warner Brothers. Direction, Frederick de Cordova. This musical farce has a timeworn plot written around two deserving song-pluggers. The picture as a whole is lightly entertaining, but it would have been no less amusing without the suggestive lines inserted as humor. Also objectionable is comedy built upon the flouting of traffic rules, indifference to accidents, and citations from law enforcement officers. Other elements of social significance are treated in a dangerously light manner. Cast: Jack Carson, Martha Vickers, Robert Hutton, Janis Paige.  
**Adults** 14-18 8-14  
**Poor** No No

**Odd Man Out**—International-Universal. Direction, Carol Reed. Political unrest in Northern Ireland supplies the theme for a well-directed and excellently acted realistic drama. Lighting and photography especially contribute to the strained emotional mood. The story is morbid and heavy, with little comedy to relieve the tension. Cast: James Mason, Kathleen Ryan, Robert Newton, Robert Beatty.  
**Adults** 14-18 8-14  
**Yes** Possibly No

**The Private Affairs of Bel Ami**—Loew-Lewin-United Artists. Direction, Albert Lewin. This extremely well cast and well acted, if somewhat repetitious, version of the novel by Guy de Maupassant contains some excellent personality portrayals. Although the story is unethical and morbid, the gowns, backgrounds, and local color are interesting and authentic. George Sanders excels as the suave, audacious scoundrel who uses the love of women for his own advancement. Cast: George Sanders, Angela Lansbury, Ann Dvorak, Frances Dee.

**Adults** 14-18 8-14  
**Entertaining** Mature No

**Ramrod**—Enterprise-United Artists. Direction, André de Toth. A western melodrama, laid in extremely rugged country, whose action includes an unusual amount of shooting and killing. The work of a good cast is convincing and well timed, but the story is weak and at times lacking in detail. Cast: Joel McCrea, Veronica Lake, Donald Crisp, Don DeFore.

**Adults** 14-18 8-14  
**Much brutality** No No

**Time Out of Mind**—Universal-International. Direction, Robert Siodmak. This turbulent study of mental conflict takes place on the coast of Maine in the 1800's. It has some excellent acting and an exceptionally effective musical background, but the picture as a whole is depressing. The magnificent thirty-room home of the Fortune family, where much of the action takes place, is of especial interest. Cast: Phyllis Calvert, Robert Hutton, Ella Raines, Eddie Albert.

**Adults** 14-18 8-14  
**Good** Yes No

**Trail Street**—RKO. Direction, Ray Enright. Lacking distinctive features, this western melodrama has characters, plot, and action in the usual pattern. Considerable gunplay and several violent deaths take the picture out of the family classification. Cast: Randolph Scott, Robert Ryan, Anne Jeffreys, George "Gabby" Hayes.

**Adults** 14-18 8-14  
**Fair** No No

**The Two Mrs. Carrolls**—Warner Brothers. Direction, Peter Godfrey. A murder mystery and an excellent cast provide an intense, emotional melodrama. When there is so much good in life from which motion pictures could be made, it seems regrettable to highlight the unethical and unpleasant phases of human behavior. Cast: Humphrey Bogart, Barbara Stanwyck, Alexis Smith, Nigel Bruce.

**Adults** 14-18 8-14  
**Matter of taste** No No

## MOTION PICTURES REVIEWED IN THE APRIL ISSUE

### JUNIOR MATINEE (8 to 14 years)

**Song of Scheherazade**—A delightful musical comedy based on an incident in the life of Rimsky-Korsakov.

### FAMILY

**The Beginning or the End**—An exceptional film on the development of atomic power.

**The Farmer's Daughter**—Comedy with a political flavor.

**The Great Waltz**—Life, loves, and music of Johann Strauss.

**How Green Was My Valley**—Reissue of an outstanding film.

**I'll Be Yours**—Deanna Durbin as a small-town girl who goes to a big city with ambitions to become a singer.

**It Happened on Fifth Avenue**—The housing shortage provides a theme for gay comedy.

**My Favorite Brunette**—Bob Hope in a parody on the mystery thriller.

**Undercover Maisie**—Maisie on the police force.

### ADULT

**Boomerang**—A good murder mystery.

**The Brasher Doubloon**—Mystery touched with comedy.

**Dead Reckoning**—Brutal drama of New Orleans underworld.

**Escape Me Never**—A slow-paced tear-jerker.

**Pursued**—Tragedy in New Mexico at the turn of the century.

**The Red House**—Sinister mystery involving insanity.

**Sea of Grass**—An excellent portrayal of man's struggle with nature.

**Smash-up**—An honest handling of the psychological reasons leading some people to become alcoholics.

**Stallion Road**—Beautiful horses and California scenery.

**Suddenly It's Spring**—An unsavory farce.



## COURSES

1. PROBLEMS OF THE  
PRESCHOOL PERIOD*For Parents of Young Children*

•Directed by **ETHEL KAWIN**, Director of Guidance, Glencoe Public Schools and Lecturer in Education, University of Chicago

WHENEVER parents seek help in regard to their baby or young child, they are likely to ask "What should I do when my child does thus and so?" Or "What should I do when my child *won't* do thus and so?" Occasionally the question may vary: "What *makes* my child do this or that?"

All children present problems at one time or another. If there were a child who never presented a problem, that in itself would make him a "problem"! Our new 1947-48 preschool study course, therefore, will deal with some of the common problems that confront parents during a child's preschool years.

As we study these everyday problems of the preschool child it will be evident that there are no pills or prescriptions to cure them. To understand any behavior difficulty we must seek the underlying cause. Every problem must be studied in its own setting; the setting is the child himself and the environment in which he lives.

And so, in our 1947-48 study course, we shall try to understand why children often refuse to eat, cannot sleep, have temper tantrums, are timid and fearful, find it difficult to tell the truth, take things that do not belong to them—or challenge us with other common problems. When we know *why* these things are done we shall have a clue that will lead to *what* to do about them.

*The monthly topics to be covered in both of these courses will be published in the June issue.*

2. PROBLEMS OF THE  
SCHOOL-AGE CHILD*For Parents of Elementary School Children and of Adolescents*

•Directed by **RALPH H. OJEMANN**, Associate Professor of Psychology and Parent Education, Child Welfare Research Station, University of Iowa

TO take upon one's self the role of seer and foretell what the coming year holds is always a hazardous undertaking. Nevertheless we do know enough about human behavior so that we may visualize the social scene, in terms of parents and children:

For one thing—delinquency will not decrease. It may even increase at the school-age level. Through radio, movies, magazines, newspapers, and travel the average child knows much more about the world than did the school child of thirty years ago. Yet the impact of the demanding world on an immature mind may cause antisocial behavior. And the home and the school of today are uncomfortably too much like those of thirty years ago to meet the needs of modern youngsters.

This unfortunate lag has produced problems of the gravest significance if we are to build an environment that will make full use of the capacities of America's young people. Accordingly, the 1947-48 parent education study course will consider the most important of these problems: the nature of self-discipline, dating, the question of homework, recreation that really re-creates, and the price of prejudice.

Parents who are prepared for their job are most likely to succeed. Next year's parent education study course is designed to help them handle intelligently the problems of elementary school children and of adolescents.

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## Looking into Legislation

**M**ORE than a dozen bills have been introduced into the Eightieth Congress providing general Federal aid for education. Undoubtedly the only one that will receive much attention is S.472, a bipartisan bill sponsored by Republican Senators Taft, Smith, Cooper, and Tobey and by Democratic Senators Hill, Thomas of Utah, Ellender, and Chavez. S.472 stipulates an expenditure of \$150,000,000 for the first year, \$200,000,000 for the second, and \$250,000,000 for each year thereafter. In the distribution of funds it provides Federal aid to states sufficient to make up the difference if a 1.1 per cent levy on total state income payments will not furnish a minimum of forty dollars a year for the education of every child. To qualify for the full amount of Federal aid, a state must spend 2.5 per cent of its annual income for public elementary and secondary education.

Special provisions of the bill require that states which maintain separate schools for minority races arrange for a just and equitable apportionment of the Federal funds. Teachers' salaries cannot be reduced below the average monthly salaries paid, from state and local funds, on February 1, 1947. Also Federal funds shall be used only for such schools as the constitution or statutes of the state make eligible for state support.

**A**SSURANCE of maximum local control is given in this statement: "No department, agency, officer, or employee of the United States shall . . . seek to control in any manner or prescribe requirement . . . to direct, supervise, or control or prescribe requirements with respect to the administration, the personnel, the curriculum, the instruction, or the materials of instruction, nor shall any provision of this Act be interpreted or construed to imply or require any change in any State constitution prerequisite to any State sharing the benefits of this Act." Federal funds would be distributed through the U.S. Office of Education to the "state educational authority," as the state legislature may determine.

Over a period of many years the National Congress of Parents and Teachers has supported Federal aid for education and has set up definite policies in regard to such appropriations. In order to strengthen our free public school system, it supports the policy that all programs of an educational nature be channeled through the U.S. Office of Education and thence through the state and local departments of education. The Congress likewise holds to the policy that Federal funds be distributed (1) according to need, (2) with maximum local and minimum Federal control, and (3) in such a way as to encourage states to put forth their highest efforts in equalizing educational opportunity within their own boundaries. It adheres to the principle that funds appropriated by the Federal government should go to *public, tax-supported schools only*.

**T**HESE policies are met in all provisions of S.472 with the exception of this last-mentioned principle. Section 6B of the measure reads in part: "No provision of this Act shall be construed to delimit a State in its definition of public education, provided that the funds paid to a State under this Act shall be expended only by public agencies under public control, *except* that in any State in which funds derived from State or local revenue are distributed to *non-public educational institutions* for expenditure for any purposes for which funds paid to such State under this Act may be expended, funds so paid to such State *may be disbursed to and expended by such institutions* for such purposes." This exception violates our policies.

Several other bills have been introduced into both the House and the Senate, some of which are designed to make Federal funds available, as supplementary to state funds, for the purpose of increasing teachers' salaries.

—EDNA P. COOK

## Contributors

Known both as a poet and as the sister of poets, LAURA BENÉT is a frequent contributor to our "Poetry Lane" page. She has also won a high place in the fields of fiction and biography, notably for *The Boy Shelley*, *Young Edgar Allan Poe*, and a novel based on the life of another woman poet, Emily Dickinson.

Since 1935 MURIEL FARR has been resident nurse at The Haverford School, Haverford, Pennsylvania. There, she reports, her work is a combination of dispensary, public health, and bedside nursing. After she completed her nurse's training, she took a postgraduate course in communicable disease nursing, and spent two years in the Philadelphia Hospital for Communicable Diseases. She has published many articles and also fiction.

KURT V. HOFFMAN will be remembered for his sensitive discussion of "Poetry and the Child," which appeared just one year ago, as well as for several other articles on important phases of child training. Undoubtedly his little daughter, now almost four years old, is reaping the benefits of her father's sure knowledge of human nature. A Vermont newspaperman, Mr. Hoffman is also a gardener, dairyman, farmer, and sailboat racer.

ETHEL KAWIN, one of the most sought-after authorities in the realm of the preschool child, is director of guidance in the Glencoe, Illinois, public schools and lecturer at the University of Chicago. Her services to this magazine as director of its preschool study courses represent another significant phase of her many-sided activity in the cause of childhood and enlightened parenthood.

GLENN W. HILDRETH is professor of education and director of teacher training at Nebraska State Teachers College, Kearney, Nebraska. During the war he served with great distinction as an officer in the U.S. Army. Dr. Hildreth has long been an ardent and articulate advocate of home-school cooperation.

RALPH H. OJEMANN plays many effective roles in his chosen field. He is associate professor in the Iowa University Child Welfare Research Station, chairman of the National Congress Committee on Parent Education, and director of the parent education study courses that appear annually in this magazine. He is especially interested in the effect of cultural influences on children.

BONARO W. OVERSTREET, always a dynamo of energy, is busier than ever these days. In addition to planning her series of articles for next year's volume of the *National Parent-Teacher*, she is speaking at numerous state congress conventions. The climax of her present spring tour will come in June, when both Dr. and Mrs. Overstreet will speak at our Golden Jubilee convention.

This month's "P.T.A. Frontiers" were prepared by Mrs. Lilla C. Norman, editor of the *Washington Parent-Teacher*, and Mrs. Morris D. Kennedy, president, Washington Congress; Mrs. Harold St. John, president, Hawaii Congress; and Mrs. V. E. Nicla, president, Sheboygan Council of Parent-Teacher Associations, and A. W. Zellmer, president, Wisconsin Congress.

### A NOTICE TO OUR SUBSCRIBERS

If the first two code figures just below your name and address on this issue of the magazine are 6-47, this means that your subscription will expire with the June *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the September issue. Send one dollar to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.